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THE SIERRA EDUCATIONAL NEWS

Volume XX

SEPTEMBER 1924

No. 7

Message on Education from President
Coolidge

The Nation's Business

Some Basic Principles in Education

Washington Meeting, N. E. A.

Objectives of the Report of the Committee
of Fifteen

Conference on Rural Education

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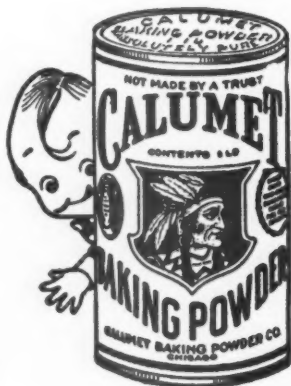
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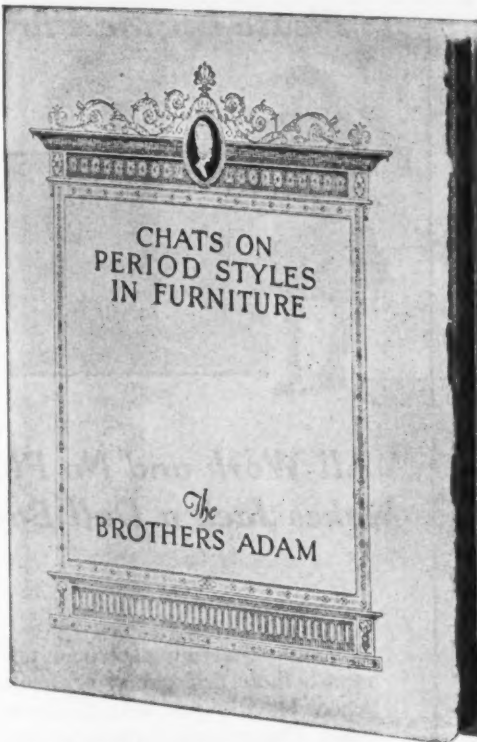
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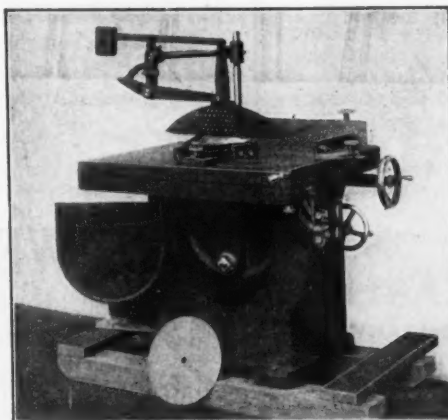
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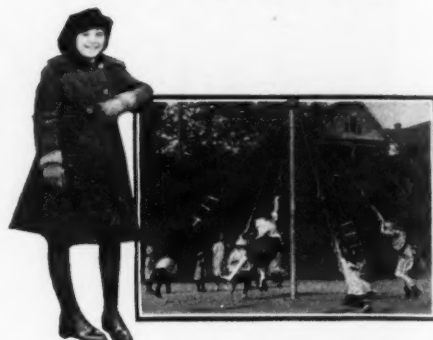
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THE encouragement and support of education is peculiarly the function of the several states. While the political units of the district, township and county should not fail to make whatever contribution they are able, nevertheless, since the wealth and resources of different communities vary, while the needs of youth for education in the rich city and in the poor country are exactly the same and the obligations of society towards them are exactly the same, it is proper that the state treasury should be called on to supply the needed deficiency.

The state must contribute, set the standard and provide supervision if society is to discharge its full duty, not only to the youth of the country, but even to itself.

The cause of education has long had the thoughtful solicitude of the national government. While it is realized that it is a state affair, rather than a national affair, nevertheless it has provided by law a bureau of education. It has not been thought wise to undertake to collect money from the various states into the national treasury and to distribute it again among the various states for the direct support of education.

It has seemed the better policy to leave their own taxable resources to the states, and permit them to make their own assessments for the support of their own schools in their own way. But for a long time the cause of education has been regarded as so important and so pre-eminently an American cause that the national government has sought to encourage it, scientifically to investigate its needs, and furnish information and advice for its constant advancement.

Pending before the Congress is the report of a committee, which proposes to establish a department of education and relief, to be presided over by a cabinet officer. Bearing in mind that this does not mean any interference with the local control and dignity, but is rather an attempt to recognize the importance of educational effort, such proposal has my hearty endorsement and support.

CALVIN COOLIDGE.



EDITORIAL



NEVER have we held for an over-strict censorship of the press. An embargo should not be placed upon thought or speech. The American press, however, goes far beyond what would be countenanced in most countries in the matter of extravagant

THE CHICAGO CASE AND ITS LESSONS

expression and accounts of lurid crimes or sensational actions of prominent society folk or those seeking notoriety. There are times, when in the desire of the public press to secure a "scoop" or "story," a great injustice is done the public. Recently, in a great city, every effort made to apprehend an enemy of society proved unavailing. The miscreant was, the police knew, operating within their midst and watching their every move. Yet there was blandly disclosed through the columns of the metropolitan dailies the methods that were next day to be used to secure the capture of the criminal. Needless to say, he has at this writing not been apprehended.

Too much has been said in the press in relation to the deplorable circumstances surrounding the death of the young Chicago boy. Children are reading of the gruesome details of the murder and the subsequent trial of the two confessed murderers. These are matters that should not be flaunted before young and impressionable children. Much is being made by the alienists for the defense, of the abnormality of these youth. Physicians, psychologists, psychiatrists, with years of experience in dealing with criminals and diseased minds, hold that the murderers were not normal at the time they committed the deed, or that they are not normal now. While mentally balanced and on a high intellectual level, brilliant even, they are, claim is made, highly sensitive, nervous

and emotionless. They have no evaluating sense of right or wrong. The defense seeks, therefore, a sentence of life imprisonment rather than that of capital punishment.

In extenuation of the act of these young men, it is pointed out that one of them, at least, was in childhood, highly imaginative and temperamental. As confirming in the minds of the psychiatrists their assertions that the boy is abnormal, not true to type, he is shown photographed as a child playing bandit and Indian and highwayman. This in itself would seem to disprove the statement that he is devoid of emotional traits.

To bring forward such facts in proof of abnormality, if this is done in good faith, is to show utter ignorance of boy nature. Every normal, healthy boy will, if opportunity presents, play Indian, dress in fantastic costume, "pack" a gun or a toy pistol, throw a lariat and imitate the cowboy and the plainsman. Such actions indicate a normal condition.

School folk and others are too prone to lay the modern tendency to youthful crime at the door of the movies and the present day light literature. However, bad as are some of these, it should be noted that standard authors of the past generation, such as Cooper, Dickens, Edgar Allan Poe and the originator of the Sherlock Holmes tales, have been just as graphic, perhaps more so, in delineating crime and its detection, than have our modernists.

Waiving entirely the question of the right or wrong of capital punishment, either for youth or adult, it does not require the testimony of experts to determine that these boy murderers were abnormal at the time the Franks boy was killed, whatever may be their condition now. Of course they were *abnormal*. No criminal is "normal." A man who kills or robs or falsifies, is at the moment, what-

ever his general mental condition, *not* normal. He is *abnormal*.

When in the heat of passion, a crime is committed, the mind, at the time, is not normal. There may be remorse or repentance later, but for the moment at least the power of inhibition is lacking.

Our greatest genetic psychologist, G. Stanley Hall, pointed out long ago, that no one is perfectly "sane" at all times. In other words, every individual is in some regards different from every other individual and no one person is, in his mental processes, the same from one hour to another. We are all "peculiar" or "temperamental" at times. It is this constant change that implies growth or the reverse. It is this very reason that makes education a science and teaching an art. A knowledge of psychology and an understanding of the laws of scientific pedagogy are necessary to the greatest success on the part of the teacher.

THESE observations are occasioned that emphasis may be given two lessons growing out of the awful deed and dreary trial of these diseased and depraved youth. The public school, elementary and high, has a solemn duty to perform, entirely aside and apart from teaching lessons from a book or in preparing students to pass creditably from one grade to another.

Preaching and moralizing have little place with young and plastic minds, but there are lessons of patriotism and justice and honesty and co-operation and initiative and self reliance and earning and saving and kindness and mutual helpfulness and moderation and poise and balance and open mindedness and determination and patience and perseverance and service for others and responsibility and ideals and self-control—lessons that, as foundational for character and citizenship, are of greater value in developing the youth than all the traditional and academic knowledge of the text books. Had these boys been schooled in the appreciation of these and other virtues,

and in how to inhibit and control unwholesome desires and motives, the crime would, in all likelihood, never have been committed.

Another lesson is that of the necessity for proper home training. These boys, if testimony can be relied upon, come from homes where they have been spoiled and pampered. They have had everything that money can buy. Every whim or desire has been gratified. They have had no home duties to perform, no responsibilities to fulfill. They have never had to work or give value received for anything. And worse than all, so testimony indicates, there has been lack of companionship of parents with the boys, and of friendly counsel and judgment and advice on the part of older family members, as is all too frequently found to be the case in families of great wealth. It is some times better for a boy to be forced to make his own way in the world through privation and hardship, than to inherit wealth that others have earned.

A recent study by the Committee of Fifteen of the California High School Teachers' Association, points out that an alarmingly high percentage of the time of high school students is spent away from the school and the home. Great responsibility rests upon the school; but that institution cannot be held to answer for the acts and activities of boys and girls when they are away from the school. The home cannot pass over these responsibilities into other hands. "Ill fares the child when the school leaves to the home what the home leaves to the school."

BUT aside from the school and home, a fact, startling and tragic presents itself. One cannot disabuse the mind of the conclusion that the defense would gladly cloud the issue in order that his clients should claim the lesser sentence; nor can one persuade himself that the State is interested solely in the welfare of the boys and of society. Any information obtainable by expert or alienist should be gladly secured and placed openly before the court. Indeed, these specialists should welcome

the presence of others when talking with these boys, and the prosecution should encourage all possible light and information, without indulging in personalities and sarcasm and irony. Newspapers should not decide in advance as to the merits of the case, and those who send threatening letters from alleged patriotic organizations should be prosecuted to the limit of the law. Witnesses should not be intimidated or humiliated or brow-beaten by either side. Both sides should remember that personalities have no place in a trial of this kind, and that in the last analysis, they are both seeking the same result—the ultimate good of society only is at stake. When holding in the balance, decisions of life or death, it ill becomes these trained and legal minds to lose control of tongue or temper. For if this episode is to be a lesson to other boys and other parents, such lesson must be strengthened and enforced by commendable words and acts and attitudes of the legal and judicial minds directing the trial.

A. H. C.

FEW matters of public interest today, surpass in importance that of conservation of our natural resources.

Our forests are rapidly disappearing. Where forests still stand so as to be used commercially for lumber, the trees are being cut several

times faster than replacement is going on. Only a few years ago it was

necessary to cut and burn the forests in order that land might be cleared for agricultural purposes. Our modern methods of building in steel and concrete and stone today, do not make the call upon lumber any less than formerly, as might be presumed to be the case.

With the disappearing of the trees and forest cover and the bringing under cultivation of practically all arable land and much of the desert as well, the demands upon our water supply are increasingly great. Water for domestic use in the large cities; for purposes of power and industry; for irrigation—herein

lies the great problem of the future. The storing of water against the time of need or drought is necessary in many regions. When, after heavy and continued rains, the water runs unchecked into the nearest drainage system, it carries along with it the finest and richest soil to waste itself in the sea.

With the hills and valleys cleared of trees either by axe or fire, the water runs rapidly away, washing down the soil and impoverishing the country. The roots of trees and forest cover in the shape of shrubs and bushes hold back the water, not only preserving the soil but making possible a water supply in the dry and heated season.

Our supply of coal, our oil, our gas, and other natural products are fast disappearing. It is not enough to say that there is still a vast supply. The lesson of Teapot Dome and of the other recent shameful abuses of our common property, is not primarily one of partisan politics, or public ownership, or dishonest dealing in high finance. The important lesson is that the rights of all are paramount to the selfish greed of a few. These natural products drawn from the earth, are not to be hoarded and stored in a miserly way, but they must be used in moderation, not wasted. And they must be used in light of full knowledge that generations yet to come, who by right of inheritance are part owners in these natural resources, as are those living today, must also participate in their use and profit by it.

There should be such supervision of these natural products that they shall not be exploited to the immediate benefit of a few and to the everlasting detriment of those who are to follow.

THROUGHOUT the western country particularly, and indeed throughout the nation, in the dry seasons, where forests abound, fires prevail. When two or three dry seasons follow one another in succession, as has been the case recently in the western country, forest fires are particularly prevalent and result in untold damage. At the present

time up and down the Pacific Coast fires are raging in practically all large private holdings of timber and in our Government Preserves, our National Parks and Monuments and National Forests. Our forest patrol is entirely inadequate to cope with the situation and fire fighters have been brought in. Government troops have, at earnest request, been placed at the disposal of the state to patrol and guard against additional outbreaks.

That these forest fires are becoming more prevalent, can well be understood. Many of them are the result of carelessness on the part of campers or hunters or those who go into the open spaces for recreation. With the coming of the automobile as a quick and easy method of transportation, thousands of our people are weekly visiting these Parks and Forests, where before there were dozens only. Our National government is constantly urging our people to seek the open and to visit our National wonderlands, as they properly should do. All of this makes it more necessary that care should be exercised by campers or travelers. If a fire is made, it should be started only where, should sparks fly, nothing in the immediate surroundings is dry enough to burn, and every precaution must be taken when on leaving to see that the fire is completely extinguished. Frequently careless or hurried campers leave a fire that hours afterward springs into blaze when struck by a breeze. Numerous fires that spread and destroy millions of feet of valuable timber not to be replaced in a century, are caused by throwing lighted cigarettes into the roadside.

With the growth of population and the inevitable dry years, it will never be possible to entirely eliminate the fire hazard. Much can be done in the school and home in presenting lessons indicating the necessity for the conservation of our natural resources and the need for practicing caution in the matter of fires. In addition to this, our various state governments and the national government as well, must soon realize that instead of prac-

ticing economy, we are emphasizing the extreme of wastefulness in providing inadequately for a forest patrol and fire fighting crews. The personnel of our forest service should be many times larger than provided today. We lose every year by fire in any one of a number of western states, more timber, taken only at its commercial value at the moment, than would be required to furnish many thousands of competent men to guard our forests, while reckoned in terms of the future, the resultant loss in soil depletion and in waste of water and the fact that these forests cannot be replaced, is beyond computation in dollars and cents.

A. H. C.

THERE has recently been enacted at Sacramento, a comedy of most unusual plot and plan. No need to turn the pages of Kipling's Jungle Books, where the "monkey people" or Bandar-log are featured. A group of theologians, appearing before the

THE BANDAR-LOG

State Board of Education, debated pro and con the merits of that old, yet ever new topic, evolution or anti-evolution, or did man spring from the monkey? The claim is made by the anti-evolutionists that many of our text books contain doctrines harmful and vicious to developing and immature minds. These books teach, it is said, the doctrine of evolution and are therefore at variance with the teachings of Scripture. Fear is expressed that if we do not preserve our young people from such teachings, we shall undermine their reverence for things sacred and supreme and lead ultimately away from spiritual to atheistic thinking. To the minds of these so-called "anti-evolutionists," it is heresy to spread before the young the theory that man descended from the same ancestral line as the monkey and that man's progenitors once swung gracefully and indolently by their tails from the spreading branches of trees dotting a landscape that gladdened in that day and generation only the eyes of the monkey family! They ask that all

such irreligious and untrue matter be stricken from the books.

And no sooner have the advocates for the accused retired to their seats than the defendant steps forward in support of the evolutionary theory.

It is almost unthinkable that in this year of enlightenment, 1924, there should be raised question as to the progress, growth and development of the human race. That such progress has resulted all admit. How it has been achieved or what the point of departure, are matters of speculation and conjecture. It is regrettable that sane and sensible men should absorb the time and attention of the State Board of Education of the great State of California on so profitless a discussion when so many vital problems press for solution. In no other country, perhaps, could such a discussion thus arise in relation to the books used in the school. It is doubtful if such discussion could be looked upon seriously in any state other than California. It is a sad commentary upon our progressive and critical public school teachers and officials that these alleged weaknesses and imperfections in the books in daily use should have thus long gone undiscovered and uncensored. The entire affair if not ludicrous would be tragic.

THE past decade has brought momentous changes in our industrial and social and economic life. There has been tremendous progress since Columbus discovered America; much greater progress since Magna Carta and still greater since Rome was at her peak of power, or Carthage flourished. What changes then must Man have experienced since the dawn of history? On his long march from savagery to civilization, down through the centuries, Man has advanced step by step, now climbing, now receding, but always with his face to the front. In the beginning he was the creature of his environment, hedged about by conditions and controlled by the elements. Today he is well on the way toward mastery

of his environment. He molds and shapes environment to suit his own ends.

A study of conditions dating only as far back as the recording of history shows clearly this advance, this development. But no need to go so far back. A comparative study of types, peoples and nations as they flourish today, discloses differences in traits and abilities, in manners and customs, in native characteristics and inherent tendencies, in intellectual levels and moral attitudes—differences that only centuries of experience and contacts and training and development and education can account for and disparities that only time can iron out. We must not be intolerant or critical of a race whose mental and moral level is far below that of those who lay greatest claim to civilization. Why religion and education and social codes and the missionary spirit if this be not recognized?

These men who are striking at our unregenerate day and generation are serious-minded and earnest. They are sincere, honest and zealous. But they have not distinguished clearly between growth and progress and what they characterize as evolution. Whether or not one subscribes to the Darwinian theory, he must, if open-minded and consistent, admit that man has changed and is constantly changing; that he has improved and is constantly improving. The author of "The Descent of Man" places his own interpretation upon this change and improvement. Aristotle and Huxley and Hegel and Darwin and Spencer and Galton and Wallace and a host of others, as religious as the rest of us, have sought only to account, each in his own way, for this change and improvement—this physical and intellectual and moral and spiritual advance.

If the student in school does not find himself exposed to consideration of these problems that for centuries have claimed the attention of the world's scholars and students and thinkers, he will seek solution outside the school. Having laid hold of important problems, he

may well be directed in his thinking without bias or bigotry.

And in any case, what are schools for? Are they to teach facts merely or dogmas or theories, or are they really to teach the student how to think for himself? Education consists not so much in knowing a thing as in knowing where to go to find the answer or solution to the problem in hand. It teaches the student how to think.

HAVING before them then the arguments of both evolutionists and non-evolutionists and having listened to the complaints lodged against the text books, the State Board does a most remarkable thing. That body turns the entire matter over to the presidents of those colleges and universities qualified under the law to train teachers for the public school service in California. Why pass over the responsibility or side-step the issue? Why turn the court over to nine college and university heads? Are the members of this group better versed in theology or in scriptural interpretation than are the members of the State Board? Are there scientists in this group and is this question of the progress of the race or integrity of text books to be determined by scientists only? Are these administrators and scholars as historians or biologists or literary critics or professional or business men or women, more competent to decide such a momentous question than are members of the State Board? It must, of course, be admitted that decision on any such problem might be less than welcome to any educational or lay body and it is conceivable, why for purposes of policy or expediency, the duty might be gladly shifted to other shoulders; but the question at base is one of the integrity of the text books and surely the members of the State Board of Education, dealing as they do with matters pertaining to the public schools, should be better qualified for this task than are university heads or than is any group unless it be those actually engaged

in teaching or in directing the work of the public schools.

This is not a question of church or religion. Neither school board nor university commission nor other individual or tribunal may pass upon scriptural interpretation or religious belief for the rest of us. It would be futile and inexcusable to debate the questions held sacred by fundamentalist or rationalist and no decision reached by any court or commission would convince either side to that controversy that its view is untenable.

We hold no brief for the State Board of Education. We have no shadow of criticism for the heads of our higher institutions of learning. But if the merits of such an issue as the one under discussion and raised primarily in relation to the text books in the public schools cannot be decided by the State Board, why should that Board have any voice whatsoever in the selection of text books for the public schools? *Reductio ad absurdum.*

If the selection of school superintendents and principals, the determination of the courses of study for public schools, the selection of text books and methods of instruction and other like matters are to be obsequiously referred to the colleges and universities, the country may some day again find itself where it was three decades past, when the public school in its methods and courses and teaching staff, and especially in the State of California, was under injurious, stunting and narrow-minded university domination.

SINCE our last regular issue there has come from the press the Report of the Committee of Fifteen. This is a volume of 406 pages, well printed and attractively bound. It is issued in an edition sufficient to supply a copy to the library of each California High School. A few extra copies are available at \$2.50 each—the actual cost of printing and binding.

This report of a Committee of the California High School Teachers' Association is preliminary in its nature. The work of the Committee was largely that of investigation and research. The plan was first to discover and state anew the purposes and objectives of secondary education. This was followed by a survey of the actual conditions under which high school work is being done, something of the methods employed, and an evaluation of the results accomplished. Finally, and for future determination, will come suggestions for modified courses of study and of methods and materials, to the end that our secondary education may, as nearly as possible, meet the demands of our developing civilization and aid in advancing our social and economic life.

This report of the Committee of Fifteen is by far the most ambitious and worth-while attempt yet made by any High School Association or Committee, either in the field of investigation and research or in preparing and publishing in book form, the results of the work. So significant for results is this report that the investigation is to be continued over a three or five year period.

Such an investigation requires funds for its prosecution beyond the possibilities of the Association itself to supply. It is to be hoped that ways and means of financing the work may be discovered. The secondary schools of California, already accorded first rank by the United States Bureau of Education, may well serve as the Laboratory for such study, which should have nation-wide significance and application.

The Association as a whole and the members of the Committee of Fifteen in particular, deserve high commendation for the progress thus far made. An especial service has been rendered by Horace M. Rebok, President of the Association, whose conception it is, and owing to whose genius and inspiration the work has thus far been carried out successfully. Without his direction, so worthy a volume of proceedings would have been impossible.

A. H. C.

IN the death of Palmer Cox, whose "Brownies" have delighted children for nearly a half century, the country sustains a distinct loss. The "Brownie" books have been found on home reading tables and library shelves, where their popularity has been attested almost equally by adults as by THE "BROWNIES" children.

Unlike many juvenile books or drawings in the "Funnies" today, the figures of these little Brownie men are well executed and quaint. Their deeds are always kindly, their acts commendable, their retort courteous.

Palmer Cox was both artist and poet. A page of Brownies once drawn, a verse was immediately supplied to accompany the figures. Many a time as a youngster we have watched him as he worked and talked—one stroke of his pencil, as inspiration or idea moved his figures, determining what the next should be. Sometimes the Brownies appeared singly, sometimes in pairs, or again in pleasant groups or companies. After completing a drawing and writing underneath a suggestive jingle or legend, it was as great a joy to Palmer Cox to present it to the young "audience" as for the latter to receive it.

We still have somewhere in the attic or basement, stored with other mementos of old fireside and swimming hole days, numerous cards and drawing sheets struck off for our edification by the author of the Brownies. One of these we distinctly recall—a brave little man with staff and pack and cocked hat journeying through a fair, far country and the legend that flowed from his pencil as he evaluated the work:

"As through life you pass along,
With here a sign and there a song;
May joys be neither frail nor few
That come to pitch their tents with you."

Palmer Cox was philosopher and teacher, as well as artist and poet. Children of today would be better off with more of the

"Brownie" type of picture and story and less of certain types of alleged "Funnies" that appear daily in the public press. A. H. C.

AMONG the most distinctive features of present-day educational thought is progressivism. Everywhere school people are actively advancing and perfecting the educational process. Abolish the lock-step; recognize individual differences and individuality; promote co-operation and group thinking instead of selfish and shallow competitiveness; simplify, enrich and vitalize the curriculum; give ample recognition to all manual activities, to bodily development, to physical education; teach good citizenship, not by moralizing, but by habituation. These phrases indicate some of the slogans and viewpoints of "progressive" education.

THE SCOUT IDEA

This swift progressive movement in education has had many tangible expressions inside the schools and out. The John Dewey schools, Marietta Johnson and "organic" education, the playground and recreation movement, folk-dancing, the dramatic and story-telling leagues, the "free play" idea in the kindergarten-primary grades, the Boy Scouts of America, Girl Scouts, Pioneers, Camp Fire Girls, Woodcraft League, the socialized curriculum, the "Antioch plan," the school dental hygienist, school cafeteria, school shop—all these are expressions of the new spirit in education, which aims to make the "school" *as big as life itself*, and to train boys and girls in terms of daily reality, rather than by artificial pretence and formalism.

Of these many currents in the stream of modern life, Dean Russell of Columbia University has asserted that the Boy Scout movement is the "*most significant educational contribution of our times.*" It has grown since 1910 from a handful of men and boys to international proportions, with approximately 625,000 Scouts and leaders in the United States alone. Scouting is not an "organization" in

the usual sense. It belongs to any people, school, church, or society that wishes to use it.

It is non-sectarian, non-partisan, non-military and *inter-national*, Protestants, Jews, Catholics, Buddhists are all utilizing effectively the Scout program. The Mormon Church has given it enthusiastic endorsement and wide use. It works successfully in Tasmania and in Japan. It believes in the *unity of the human race*. "*A Scout is a brother to every other Scout.*" At Copenhagen, Denmark, this summer, Scouts from forty nations and countries camped and lived together in a grand Jamboree.

Scouting is not a formal body of material, nor any particular technique. It is a point-of-view. It is an attitude projected into action. It is a virile philosophy of youth and democracy. Its grip upon the fundamental verities of life, education, and childhood is evidenced by the fact that its sponsors throughout America and the world are the highest types of men and women, representing the widest variety of interests, viewpoints and professions.

The Scout Oath and Law, as a dynamic, activating force in the lives of countless boys, is an incomparably fine statement of a basic educational program.

THE SCOUT OATH

On My Honor I Will Do My Best:

1. To do my duty to God and my country, and to obey the Scout Law.
2. To help other people at all times.
3. To keep myself physically strong, mentally awake, and morally straight.

THE SCOUT LAW

1. A SCOUT IS TRUSTWORTHY

A Scout's honor is to be trusted. If he were to violate his honor by telling a lie, or by cheating, or by not doing exactly a given task, when trusted on his honor, he may be directed to hand over his Scout badge.

2. A SCOUT IS LOYAL

He is loyal to all to whom loyalty is due: His Scout leader, his home, and parents and country.

(Continued on page 543)

FOURTH OF JULY ADDRESS AT N. E. A. (Excerpts)

BY THE PRESIDENT OF THE UNITED STATES, CALVIN COOLIDGE

IT cannot be too often pointed out that the fundamental conception of American institutions is regard for the individual. The rights which are so clearly asserted in the Declaration of Independence are the rights of the individual. The wrongs of which that instrument complains, and which it asserts it is the purpose of its signers to redress, are the wrongs of the individual. Through it all runs the recognition of the dignity and worth of the individual because of his possession of those qualities which are revealed to us by religion. It is this conception alone which warrants the assertion of the universal right to freedom. America has been the working out of the modern effort to provide a system of government and society which would give to the individual that freedom which his nature requires.

Freedom Reigns

To provide for that human welfare which was the cherished hope of the Declaration of Independence and the well wrought out plan of the federal Constitution it was necessary to develop the material resources of our country. There had to be created the instruments with which to minister to the well being of the people. National poverty had to be replaced with national possessions.

Transportation had to be provided by land and water. Manufacturing plants had to be erected. Great agricultural resources had to be brought under cultivation. The news service of the press had to be established. The schoolhouse, the university, the place of religious worship, all had to be built. All of these mighty agencies had to be created that they might contribute to a unified national life where freedom might reign and where the citizen might be his own sovereign.

Universal Education

As a result of the activity of all these forces, our country has developed enormous resources. It has likewise to be admitted that its requirements are very large, but the fact remains that it has come into a position where it has the accumulations of wealth and the means of production more adequately to provide for the welfare of its people and more securely to establish their physical, mental and moral well being.

You are making your contribution to this great work in the field of education. It is here especially that the growth and progress of our country can be most easily understood. We can realize what an opportunity for securing the higher things of

life they have provided when we recall that it is claimed that one of every four persons in this nation, either as pupil, teacher or administrator, is now in some capacity directly concerned in education.

In the year 1921-22, the latest time for which complete statistics have been compiled, the students in the elementary and secondary schools and in the colleges and universities had reached the unprecedented number of 26,206,756, and the total number of teachers and administrators approximately 882,500.

If to this number one should add the parents, the members of school boards and the taxpayers who maintain them, it becomes clear at once how universal is the direct or indirect concern of our citizens with the schools.

Three Million Illiterates

It is not alone the youth of the land which needs and seeks education, but we have a large adult population requiring assistance in this direction. Our last census showed nearly 14,000,000 foreign-born white persons residing among us, made up largely of those beyond school age, many of whom nevertheless need the opportunity to learn to read and write the English language, that they may come into more direct contact with the ideals and standards of our political and social life.

There are likewise over 3,000,000 native illiterates. When it is remembered that ignorance is the most fruitful source of poverty, vice and crime, it is easy to realize the necessity for removing what is a menace, not only to our social well being, but to the very existence of the republic. A failure to meet this obligation registers a serious and inexcusable defect in our government. Such a condition not only works to a national disadvantage, but directly contradicts all our assertions regarding human rights. One of the chief rights of an American citizen is a right to education. The opportunity to secure it must not only be provided, but if necessary it must be made compulsory.

The old one-room country school, such as I attended, ought to give way to the consolidated school, with a modern building and an adequate teaching force commensurate with the best advantages that are provided for our urban population. While life in the open country has many advantages that are denied to those reared on the pavements and among crowded buildings, it ought no longer to be handicapped by poor school facilities.



GLIMPSES OF THE N. E. A. CONVENTION, WASHINGTON, D. C.

President Coolidge addressing the convention (upper left). President Coolidge greeted by delegates (upper right). President Coolidge approaching the platform (lower left). Jesse Newlon, president-elect, N. E. A., greeting retiring president, Miss Olive Jones (lower right). Portion of vast throng of delegates and visitors which heard President Coolidge, July 4th (lower center). Photos by L. E. Chenoweth.

THE NATION'S BUSINESS

Address of General Herbert M. Lord, Director U. S. Budget
Before National Conference on Thrift Education

IT is a good old American habit to brag. I sometimes feel like getting a little vainglorious about what we have done with our budget; and yet when I recall that England, where the Chancellor of the Exchequer dates his powers back to the time of William and Mary, has had an adequate budget system since 1713, it gives me occasion to pause, and some little reason for restraint, inasmuch as we celebrated our third birthday the tenth of this month.

I am to speak upon the subject of the nation's business, with particular reference to the subject of thrift in the national government.

Twenty-Six Billions

We went into the World War with a debt of a billion and a quarter dollars. We came out of the World War on November 11, 1918, with a debt of nineteen and a half billion dollars, which in less than a year, August 31, 1919, had increased to twenty-six and a half billion dollars. To be accurate, \$26,564,267,878.25.

We not only came out of the World War with that extraordinary public debt, but what was worse, we came out with the habit of thinking and spending in billions. And that habit of thinking, and that extravagant habit of spending, unfortunately was not confined to the Federal Government, but affected all of the lesser divisions of the Government in this country, and we entered upon a very saturnalia of extravagant expenditures. It was necessary that someone should set an example, and I am going to show you that the Federal Government has set an example. We faced a host of urgent problems that clamored for solution, and one of the chief of these was the cost of government. On the one hand we had acquired a greatly expanded public service; on the other we faced the necessity for immediate national economy. It was imperative that we curb at once the rising cost of government in its peace-time activities. At this juncture fortunately, Congress in its wisdom gave us a budget system.

A Budget System

There is nothing mysterious or extraordinary about a budget system. You probably all budget in

Footnote: This lucid address by General Lord is particularly applicable to California, where such drastic reductions have been made in essential appropriations as to vitally impair the efficiency of the State. The C. T. A. has always advocated sound economy and scientific budgeting, whether personal, State, or National. Long before the Nation or this State budgeted their funds, the C. T. A. had a budget system. This is now being expanded to meet the growing activities of the organization.

a measure. I have kept a budget ever since I graduated from college. If I am entitled to any credit in this world it is because I have had the persistence through these years to maintain a budget, poor as it is, because I am the poorest bookkeeper in the world. Sometimes I think I have more trouble with my own personal budget than I do with the Federal budget.

Probably you all budget. If you, like myself, are dependent on a fixed monthly salary for your maintenance and living you do budget. At the beginning of a month, you probably take account of stock, as to what money you have, what your income is going to be for the month, and then run over the amount that you know you must pay; your board, your house rent, your travel. And if there is anything extraordinary in that month that you did not have in the other month, you figure that you must cut out a little something here, provide for the unusual expense, and even if you do not put one figure to paper you are budgeting. The United States Government never did that until three years ago, not even that.

Now, what is this budget? It is simply the common sense of good business applied to the biggest business in the world, the business of the United States.

The Budget Law

What did that budget law provide? It provided that the President, whom it recognized as the head of this great business organization, should before the beginning of each year, send to Congress an itemized statement of what he would require to run this Government for the year. It required, very naturally, that he should submit with that estimate of what he thinks the Government should spend in the twelve months, an estimate of what money would be available under existing taxation to pay those operating expenses. It required that if his estimate of expenditures exceeded his estimate of receipts, he should recommend to Congress the measures that should be taken to raise the additional revenue that would be needed. It also required that if his estimated receipts showed an excess over proposed expenditures, he should recommend to Congress what disposition should be made of the surplus.

The Budget Bureau in submitting its estimates for the coming year, 1925, showed a prospective surplus at the end of this coming year of \$395,000,000. Based on that, the President of the United

States, in compliance with this law, recommended to Congress a program of reduction in taxation which is known as the "Mellon Plan," and which was submitted officially in the budget that was transmitted to Congress the first week in last December.

The Bureau of the Budget

Congress realized that the President with his multitude of duties and demands upon his time, would be unable to obtain the required data and to prepare this extraordinary budget which carries more than one thousand pages of statistical tables. In consequence they gave the President an agency styled "The Bureau of the Budget," with a director at its head, who is the President's executive, his financial manager on all things that pertain to the Government's routine business. It is the business of this agency to prepare the budget. The President utilized this agency immediately, not only for imposing his control over estimates, but for enforcing his plan for the unified conduct of the Government's routine business, and for instituting and prosecuting a scientific reduction in the cost of Government in expenditures.

Thoughtlessness

The operations of this Government, involving an expenditure of more than \$70,000,000,000, has been conducted in the most casual way in the world. We took in what we thought we wanted, and spent what we wanted to spend. The idea of leveling the two, the necessity of striking a balance to see that our expenditures did not run away from our receipts, seems never to have been given constructive thought. Fortunately we were the richest nation in all the world. Our resources were the greatest. We were singularly blessed. Our tax rates were among the lowest, and a few points increase in taxes here and there, and mostly in indirect taxes, attracted little attention as long as we had such an overflowing bounty with which to replenish the treasury as it was depleted, and as long as our tax demands were as modest as they were fifteen and ten and eight years ago.

Cutting Costs

Then came the World War, and you know what happened to taxes. In the span of years less than the fingers on one hand our featherweight tax burden became heavy as lead, and this Government for the first time in two generations faced the necessity of doing something and doing it quick to shrink the cost of government. Under the budget laws we are shrinking the cost of Government. Today the entire program of taking money from the people and getting it into the Treasury and taking it out and spending it, is based on the sane and simple

realization that if we are to keep out of debt, we can't spend what we haven't got. In the interest of the taxpayer we must ask for the smallest amount that will suffice; and in the interest of economy not only must we not spend more than that amount, but we must follow through on the taxing problem operation and see that what is spent is wisely spent and spent according to a scientific system of distribution.

A Balanced Budget

Today the policy of the United States Government is the policy of a balanced budget; and the duty of the Bureau of the Budget, as the President's executive agency, is to cut down expenditures and keep them cut down, so that we may reduce taxation and at the same time balance the budget.

With that preliminary, let me tell you something about how we do that thing. What is the budget and how do we operate it?

We have only 40 people in the Bureau of the Budget. That is enough. As long as I am Director of the Bureau of the Budget we will have no more. Its danger lies in getting so big, with its overhead so extraordinary, that it will become unwieldy and useless. I have six assistants. We have 43 departments and independent establishments in the Government. Those 43 agencies of the Government are divided among these six assistants. For example, Mr. Stephens, one of my assistants, has the War Department, the Navy Department, and the District of Columbia. Each one of those three has an investigator. The investigator for the Navy Department, for example, lives practically in the Navy Department, and studies it all the time. All the records of the Navy Department are open to his inspection, because he acts for the Director of the Budget, who speaks always in the name of the President of the United States.

Sources and Destinations

We find that it is necessary to know not only where the money has been spent, but we want to know where they plan to spend it, where it is going, because we may want to change its designation.

With these six assistants having under their control these investigators, there is available for the Director of the Bureau of the Budget at all times the most intimate information as to what all these agencies of the Government are doing, what they have done, what they plan to do, where the money is going, how much they have got left—not only what they have done, but what they plan to do.

This organization was not sufficient to secure the results that we needed. We found that we must have certain "co-ordinating agencies," as we call them, to bring about a community of interest, to

develop team work in the Federal service. So there were created various co-ordinating boards. To enable you to understand just how we operate those boards, I shall take up the problems that we faced for this current year that ends with next Monday, June 30.

The Annual Meeting

In June we have what we call our annual meeting, called by the Director of the Bureau of the Budget in the name of the President. Here we get together as in town meeting, all the representatives of the Government who have an authoritative relation to the preparation of estimates, the obligation of public funds and their expenditures. There is the President, who presides and addresses the meeting. He is followed by the Director of the Bureau of the Budget. The members of the cabinet are there and the heads of all the departments and independent establishments and bureaus—a very large assembly. Here is where we build up our budget, exactly the way you plan each month for your own home budget, only we plan for a year. On June 18, 1923, we held that meeting. President Harding presided. The Director of the Bureau of the Budget prior to that meeting called upon all the 43 departments and establishments for their best estimate of what they would spend in this year that closes next Monday, the year that was to come. Appropriations had been made, the money was available. That estimate came to the Director of the Bureau of the Budget, and the total they planned to spend this year, 1924, was \$3,668,000,000. Then he called upon the same agencies to estimate the amount of money they expected to receive next year. Most of these agencies control sources of revenue. He called upon the Treasury Department for an estimate of how much they expected to receive in customs and how much from internal revenue, and on the War Department for the amount they expected to receive from the sale of war munitions and reclamation, and all these sources. When that total came in we brought it together. They estimated that they would receive only \$3,638,000,000. That showed a deficit of thirty million dollars. That is, they came in very cheerfully and said, "We are going to spend \$30,000,000 more than we expect to receive."

Poor Business

That is not good business, so the Director of the Bureau of the Budget put this problem before President Harding prior to this meeting that was coming, where the policies are outlined for the coming year, and recommended that these people be required to spend \$156,000,000 less than that \$3,668,000,000. That is, he was satisfied, after

going over their estimated expenditure lists, that they could be cut down \$156,000,000 without any loss in efficiency to the Government. This had President Harding's approval. So we went into that annual meeting and he said to these people, "You want to spend \$3,668,000,000. I will now tell you what you will spend. After you set aside what we are going to apply to the reduction of the public debt this coming year, which is \$512,000,000, all your other expenditures must be kept within \$3,000,000,000," so as to have even figures to remember. There we started. That was his policy, and his direction was to the Director of the Bureau of the Budget to put that policy into effect.

Instructions Mean Performance

I think the people in the Federal service have learned by this time that as far as the Director of the Budget is concerned, the President's instructions will be reflected in actual performance.

There was the task. How do we go to work to cut down that program of expenditure by \$156,000,000? There is the total, \$3,668,000,000 that they plan to spend, and it would seem that in that very generous amount it would be comparatively easy to cut out \$156,000,000. That is the way the taxpayer looks at it.

Let us examine that \$3,668,000,000. What is in there? First, \$940,000,000 for interest on the public debt. We cannot save that. We sadly put that aside, because there is no saving in it. We don't control it.

Again we look, and find \$512,000,000 for the reduction of the public debt, the most of it required by the provisions of the cumulative sinking fund. The sinking fund is a law that requires that every year we will apply so much on the debt, and that climbs up more and more. Each year as the interest reduces the sinking fund increases, so that in a little more than 20 years we will wipe out automatically all of the debt except that portion of the debt owed us by foreign governments. We can't cut that.

Funds Beyond Control

We now have \$940,000,000 that we can't save on, and \$512,000,000 that is out of the equation, and we look again and find \$688,000,000 for the veterans of three wars and the dependents of four. We would not touch that if we could. That is for the veterans. So we can't save on that, and we push that aside. We study the more than 1,000 pages of the budget and find other millions here and there scattered throughout those pages that are absolutely without our control.

Now that we have taken out these extraordinary

amounts which we cannot control, which are constant, fixed charges, we have less than a billion and a half to which we can apply the principles of economy. How are we applying the principles of economy to that billion and a half on which we have got to save the \$156,000,000 this year?

Waste of Decentralization

The principal source of waste in the Federal Government was its decentralization. We had 43 departments and establishments, and as far as any community of interest was concerned, any thought of working together, collaboration, co-ordination, co-operation, it seems that those words had been left cut out of departmental lexicons. There was no thought of anything of the sort. So the first task that we had was to develop something in the way of team work, to bring these activities together. The first thing that pointed to the necessity of something of that sort was the case of our extraordinary accumulation of war munitions, amounting to billions, a vast accumulation, the most of them held by the War Department, the Navy Department and the Shipping Board. Each of these departments established, set up and operated a most expert selling agency, but there was no purpose, there was no uniform principle of selling, no community of interest between them. What happened was that the Navy would sell at a sheriff's sale price, goods today that tomorrow the War Department would buy at the top market price. And so back and forth, just a waste of supplies and materials.

Chief Co-ordinator

There was appointed a chief co-ordinator, operating under the Director of the Bureau of the Budget. He was given first the Federal Liquidation Board, to liquidate this extraordinary accumulation of munitions. The Federal Liquidation Board has nearly worked itself out of a job. We have liquidated supplies costing \$3,764,000,000, for which the Treasury has received \$1,295,000,000. We have transferred between Departments, where it was manifestly for the best interests of the Government, supplies valued at \$371,000,000. And I am happy to say that Uncle Sam will soon conclude his bargain sales, although we still have quite a nice little assortment of drydocks and marine railways and some buildings and miscellaneous supplies which I will be glad to sell to any of you for \$25,000,000 down and close it all out.

Having co-ordinated the sale of supplies so that the Departments were working along established lines and we were under way with good business methods, the field of Government printing was clamoring for help. We are wasting a great deal

of money there, and so we established a permanent conference on printing. They have been operating now for three years, and we have made notable savings. For example, in 1921—that is the last pre-budget year, the last year free from budget control—the Government printing cost \$12,876,000. This year it will cost us not quite \$10,000,000. Inasmuch as the Congressional printing this year—and Congressional printing is included in both figures—will be considerably more than for 1921, the credit for all that saving and a little more belongs to the executive departments.

Requisition Review Board

These facts I am giving show how we are saving this \$156,000,000. For example, we have organized in the Government Printing Office, in connection with this Federal Printing Board, what we call a "Requisition Review Board." It is made up of expert printers, and they review all these requests that come from the executive departments for printing, to see if they can suggest modifications that will mean a saving. Since they were created and installed in their work, July 25, 1921, they have saved in excess of \$195,000. Most of these savings have been effected by substitution of cheaper stock, simpler styles of binding, and correction of errors in requests for printing.

Specifications Board

We have the Specifications Board, giving us standard specifications, making it incumbent upon all the Government departments to use that as the basis of our contracts, and we have a Federal Contract Board which is working out uniform contracts for the Government. Already they have given us a uniform lease that is now applied to the Government's entire business. We will spend this year \$72,000,000 for rent, and I venture to say that when we have this uniform lease, which is an up-to-date, modern lease, in complete application throughout the Government, we will save at least 10 per cent on that \$72,000,000.

We have in addition to that a Federal Purchasing Board which applies modern principles to purchases, and we are getting consolidated contracts for the general group of Federal agencies. We are saving through the largest purchases in that way many thousands of dollars.

Real Estate Board

Then there is the Federal Hospitalization Board, and the Federal Real Estate Board. Under old conditions if one agency of the Government in Chicago or elsewhere, it might be a representative of the Treasury Department, for example, wanted additional space, they went out into the market and bought it, regardless of the fact that another

agency of the Government right across the street might have just as good or better space unoccupied. We established the Federal Real Estate Board to correct that situation, and today no agency of the Government can go into the market and acquire property or space without clearing the request through the Federal Real Estate Board, to see whether or not there is Government space available that can be used. Under the operations of that Federal Real Estate Board we brought Government agencies under Government roofs in Chicago and cancelled leases costing us more than \$200,000 annually.

Area Co-ordinators

We have as one feature of our organization what we call "Area Co-ordinators." The country is divided into seven districts. New England is the first district. Commander Wadsworth of the Navy is our area co-ordinator for New England, with headquarters in Boston. All these co-ordinating agencies add not one additional person to the Federal payroll. They are people who are in the service, doing this work in addition to their other work.

Here is an illustration of what we do. The Internal Revenue unit in Boston needed 4,000 feet of additional space. In former times they would have gone out and hired it. They can't do that now. They apply to the area co-ordinator, who has there a list of all the Government-controlled space. He checked up his list and found that the prohibition unit in Boston had 4,000 additional feet of space that they were not using. He looked at it and found it would satisfy the requirements, though there were no partitions, and partitions were necessary. He inquired in Boston Harbor and found that out at Fort Strong the Army had some material that had been salvaged, that was admirably adapted to the construction of partitions, and they were welcome to it. He secured his space and his material, but he had no workmen to put it up. He then went to see the Veterans' Bureau School, and found that they had a school of carpentry with an instructor. The commandant of the school was delighted to send the instructor with some pupils in carpentry to put up the partitions. If you go to Boston you will find the Internal Revenue Bureau in these excellent offices, the space provided through the courtesy of the Prohibition Unit, made habitable through material contributed by the Army, and put

up by the representatives of the Veterans' Bureau. That is what we mean by "team work." That is how we are saving your money.

Team Work

I could go on indefinitely through a long list and give illustration after illustration to show how we are bringing this thing about. It is all an effort to develop team work. We are preaching all the time to the people in the Departments at Washington that they must think in terms of the United States and not in terms of departments and bureaus.

At Maryland University a short time ago I found written on a door in lead pencil the following statement as a definition of co-operation: "Co-operation means to so conduct yourself that others can work with you." The development of that kind of conduct in the Federal service is one of the primary policies of the Bureau of the Budget. You know we have a scriptural example for this policy of co-operation. Seven hundred years before Christ Isaiah recorded that "The carpenter encouraged the goldsmith and he that smoothed with the hammer, him that smote the anvil, they helped everyone his neighbor, and everyone said to his brother, 'Be of good courage.'" That is what we are preaching in the Federal service in season and out of season; and I say to you that that spirit, the spirit of that scriptural example is becoming more and more evident from day to day in the Federal service. The aloofness, at times actual hostility, that formerly characterized the relations between department and department, bureau and bureau, is being supplanted by friendly co-operation under the impulse of the spirit of service for the Federal Government alone, rather than narrow restricted service for one of its subordinate parts.

New Burdens

The postal service bill would have added \$62,000,000 or \$70,000,000 annually to the problem, beginning with next year. The President vetoed that.

The soldiers' adjusted compensation act which he vetoed was passed over his veto. This adds \$132,000,000 to the burden next year.

The reduction of taxation, of course affected the other side of the problem and reduced our revenues next year. It looks now as though we should do remarkably well next year if we come out with \$25,000,000 surplus.

"THE TWO MILLION DOLLAR CUT" in the educational funds of California is graphically shown in a large chart prepared by A. R. Heron, C. P. A., and being published by the California High School Principals' Association.

SOME BASIC PRINCIPLES IN EDUCATION

Excerpts from the Report of the Editorial Council

WILLIAM C. BAGLEY

Chairman, Educational Council, Journal of N. E. A.

THE principal question considered by the Editorial Council at its meeting this year has been that which concerns the proposal that the Journal departmentalize its pages. It is the belief of the editors, indorsed by the Editorial Council, that all of the material published in the journal should appeal, as far as possible, to *all* of the members of the Association. This policy does not preclude the publication of articles representing departmental and other specialized interests, provide that such articles have a general appeal.

The editors and the Editorial Council believe that the *specific recognition of separate departments would be an unwise policy*. First, because the Association represents so large a number of specialized fields that the space allotted to each within the present limits of total space would necessarily be very meager. Secondly, because departmentalization would greatly increase the editorial burden which is already too heavy for the very small staff. Thirdly, because the appearance of articles under departmental captions would tend to create an impression in the reader's mind that such articles are specialized and technical, and would consequently tend to limit the readers of each article to those affiliated with the department represented. The policy urged by the Editorial Council, on the other hand, will encourage the publication of such departmental materials as have a general interest, and will consequently tend to *unify* rather than to *divide* the profession.

Unity the Aim

Personally, as I conceive of the Journal, this integrating and unifying function should be the primary standard in determining its policies. Indeed, as I see it, *this is the fundamental function of the Association itself*. In our Association, the workers in all of the fields of education are brought together in a united group. Officially American education is highly decentralized. We have our geographical units represented by our independent and autonomous State and territorial school systems, and in many of our commonwealths by an almost equal independence and autonomy of the local school systems. Added to this, we have our functional cleavages, represented by the divisions of the educational service.

In the earlier years of its history, our Association did its first great work in bringing together the educational leaders from the various geographical

units. This work it has continued until it stands today as by far the most influential force in unifying and integrating educational effort among the independent school units. Its great advance in recent years has been toward a unification of the functional divisions of the service. In our Association, the classroom teachers, the supervisors, the administrative officers, the lay governing authorities, the research workers—in fact, all whose work touches in a responsible and creative way the field of education—meet in a plane of perfect equality.

A Fundamental Principle

Our Association reflects in theory, and, I believe, with increasing force in practice, the fundamental principle that, in the great work of education, there are no humble posts—that you cannot draw invidious distinctions among teachers without implying the same distinctions among those whom these teachers serve. Who, for example, would assert that a child in the first grade is either more or less important than a child in the sixth grade or a youth in high school or a young man or young woman in college? Or who would assert that the actual work of teaching can justly be subordinated to any other function or activity that the educational service demands? But as long as we permit invidious distinctions to be drawn among the various divisions or so-called levels of our service, we are in effect making just these absurd distinctions.

We Are One

Because I believe so strongly in this unifying and integrating function of our Association, I am particularly anxious that our Journal should recognize the intensifying and strengthening of this function as its primary aim. The fact that *we are one profession* and not a congerie of loosely affiliated groups is the fact that I wish might stand forth sharp and clear in every issue and on every page.

It is one thing, however, to say that the Journal should cement our diverse educational forces into a unified profession. It is quite another thing to take the detailed steps that will insure this outcome. Our national problems in education will approach solution just insofar as every teacher in the land voluntarily accepts a share of the responsibility. That responsibility may be shared in varying degrees. Our Association now enrolls in its active membership one-fifth of the personnel of public education. For a teacher even to enroll in the Asso-

ciation is to share in a significant way the responsibilities which the Association is seeking to discharge. But the vast majority of our members, I am sure, wish to do more than this. They wish to take their part in the hard thinking, the painstaking research, the critical evaluation of facts, and the careful construction of policies which are involved in the solution of the Nation's larger problems in our field.

Fresh from the Classroom

How the Journal may serve to bring about this unification and co-ordination of creative and constructive effort is the specific problem that Mr. Morgan has set himself to solve. He has projected a provisional program which will be given a trial during the coming year. This program is in part an outgrowth of a feature of the Journal which has been emphasized in the year just ending—namely the publication of a series of brief, succinct statements from members of the Association regarding the outstanding problems they meet in their daily work. These statements have been published under the caption, "Fresh from the Classroom," and the keen interest that our members have taken in these articles is good evidence that a promising "lead" had been struck. It is now Mr. Morgan's plan to summarize from these contributions the specific problems that, from their frequency of mention and their inherent character, seem to reflect the problems of largest significance to the cause of American education, and to present these problems for investigation and study by teaching groups throughout the country.

The first of the problems has received an initial formulation in our June issue, and suggests a program for the coming year centering about some of the basic questions of professional ethics. In my judgment, this is a most significant problem with which to make a beginning on this new venture. Will you permit me to take a moment to tell you why I think that it is especially significant not only to each one of us as members of a great profession, but to the profession as a whole, and more specifically to the solution of the great National problems with which our Association is primarily concerned.

A Stubborn Obstacle

Those of us who have worked even in the very humble way that I have worked for the enactment of our Education Bill cannot fail to be impressed with a fact that we do not like to admit, but which still stands as a most stubborn obstacle across our path. It is the fact, that, as a profession, we have not yet secured from the public that measure of respect for and confidence in our collective judgment that will give to it the weight that it must

have if our proposals for the improvement of education are to be accepted at face value. I shall not dwell upon the various factors that lie as causes back of this fact.

Skeptical Laity

It is in part, of course, the traditional and quite natural skepticism of the layman regarding the proposals of a professional group. Physicians, engineers, social workers, and other so-called "expert" groups meet the same kind of opposition. With us, however, its intensity is increased by the tradition that surrounds the popular conception of the teacher. As Miss Jones pointed out in her masterful address Monday evening, this was one of the most serious handicaps that our great fellow-worker, Woodrow Wilson, had to face. It is a handicap of our profession that keeps from its councils, both National and State, a large majority of our colleagues in our higher institutions. They prefer to be known as scholars and scientists, as chemists, economists, historians, classists, physiologists, even educationists—anything but teachers.

Substantial Teaching

It was this attitude that was clearly expressed by a candidate who was being interviewed by a university president regarding appointment to a professorship. The candidate set forth his qualifications for scholarly work in his own field of research, and then nonchalantly remarked that of course he would expect to do also a substantial amount of teaching. "It is not a substantial amount of teaching that we require," the president replied—and the candidate's hopes went up for he thought that at last he would be freed of this disagreeable duty. But his hopes were soon dashed to the ground. "No," said the president, "it is not a substantial amount of teaching that we demand, but rather an amount of *substantial teaching*." Probably it was the same wise executive who was asked by a prospective appointee how much routine teaching the position would involve. "Not a bit," was the quick response; "if that is the only kind of teaching you are capable of, we do not want you at any price."

This attitude of the public toward the teacher and all too frequently the attitude of the teacher toward his own work and toward his fellows is a phenomenon of social psychology that needs to be studied, analyzed, and traced to its courses. And toward its correction, I believe, every effort of our profession should be directed. Personally, I think that it is far less violent than it was at one time, but the progress of our cause will be slow until it has been still further and very substantially reduced.

(Continued on page 519)

Washington Meeting N. E. A.

The Story of the Convention

ARTHUR H. CHAMBERLAIN

THE Washington, D. C., meeting of the N. E. A. was without question one of the most outstanding Educational Conventions ever held. Convening as it did in the Capitol of the Nation, the surroundings and atmosphere were significant. Coming at a time, too, when there is discussion throughout the entire country on problems relating to education, and because of the Education Bill now before Congress, particular interest attached to this national gathering of educational people. Certainly no meeting of the Association since the reorganization under the delegate plan has been so significant for results.

In a printed program of 80 pages one may find listed as speakers the names of men and women recognized as holding first place in the educational field. Four hundred and sixty-two different speakers appeared on the program, 220 different topics were discussed at the Section and Group meetings, and more than 30 subjects were presented on the general program. There were 94 different commercial exhibits and 24 breakfasts, luncheons and dinners arranged, as listed in the program.

Miss Olive M. Jones demonstrated as the presiding officer, ability of a marked degree. She worked unceasingly during the year to prepare a program that should be of distinct value to all teachers and she succeeded remarkably well. She presided with grace and dignity but was firm and forceful, showing tact and diplomacy and accorded justice to speakers and audience alike. No time was uselessly consumed and her voice carried to every part of the assembly. From the opening session on Sunday, June 29, to the closing meeting on Friday, there was no weak spot in the program.

At Its Own Home

A double significance in meeting in Washington was that the Association could really be entertained by its own organization. Since the headquarters of the N. E. A. have been located at the Capitol, the Association has grown from a few thousand to one hundred and forty thousand. Those who have not seen the headquarters building have no appreciation of its splendid location and its adaptability to house the headquarters staff. Throughout the week there were thousands of visitors to the offices and expressions of satisfaction were heard on all sides and commendation for General Secretary J. W. Crabtree and his able corps of workers.

Seldom, if ever, has there been a more perfect local committee organization. Superintendent Frank W. Ballou of the schools of Washington and his various committees left nothing undone for the entertainment and satisfaction of the visitors. Official Washington extended the glad hand constantly and as a climax to a most wonderful week the weather was so moderate and delightful that nothing more could have been desired in this regard.

The general sessions were held at the Central High School, where the outdoor stadium was used for the general meetings, with many of the section and group meetings housed in the high school proper. The stadium is so located that with the use of the amplifier not a word of any address was lost to any member of the audience however distant from the speaker's stand. The Registration and Information Offices, Postoffice, together with the many commercial exhibits, were housed in the large first floor or basement of the high school building.

Themes

Of the general themes that received particular attention and around which President Miss Olive Jones arranged her program, were Moral and Religious Education, The Professional Aspects of Teaching and The Relation of School to Community. One session was given to consideration of the contribution to education by teacher, principal, superintendent and parent. Miss Jones in her President's address presented in a masterly way the ideals of the teaching profession. Commissioner Payson Smith of Massachusetts on Sunday afternoon spoke from the steps of the Capitol on the Challenge to American Education. U. S. Commissioner of Education Tigert, Dr. Frank W. Ballou and other notable men and women, both from the Capital City and from the Nation at large, had prominent places in the program. One evening session was devoted to the relationship of the teacher to democratic ideals of government. The President of the United States, Calvin Coolidge, was the speaker on Friday morning, July 4. This was an occasion long to be remembered. Excerpts from his address are in this issue.

There were a number of business sessions of the Representative Assembly. These meetings were given over largely to the reports of com-

mittees that had been at work during the year. These included reports on Classroom Teachers' Problems, Rural Teachers' Problems, Health Education, Character Education, Illiteracy, Thrift Education, Tenure, Retirement Allowances, the Education Bill, and numerous other important reports.

Pilgrimages

On Friday afternoon was scheduled a series of patriotic pilgrimages to historic spots, with appropriate addresses and exercises. Throughout the week there were excursions made to points both within the Capital and in the surrounding country. This in itself proved of tremendous interest and value to the visiting teachers.

Of departments and sections meeting in connection with the Association, there were 17, and of allied organizations and other groups there were 20. Many of these departments presented as speakers men and women of the highest order educationally and those who occupy prominent places in governmental activities, or in the world of industry and finance.

California

The western part of our country was well represented at the meeting. California, with her 14,491 members in the N. E. A., the largest number from any state, sent to the meeting a total of 174. The State Association was accorded 33 delegates and the full quota was present. In addition 84 delegates represented 32 professional organizations throughout the state. Upon the different programs there were listed 12 speakers from California. Two additional Californians were upon the program but were unable to attend, Superintendent Will C. Wood and Principal C. L. Biedenbach of Berkeley. Six of our California delegates appeared before the general session or delegate assemblies, seven spoke before department meetings. California furnished four department presidents and three of the official reports were made by Californians. Our state was represented 19 times upon the program.

Great credit is due Mr. Wm. P. Dunlevy as State Director for the work he has done during the past year. Some 75 of the Californians journeyed to Washington in a special train under direction of Mr. Dunlevy. The headquarters for California at the Hotel Washington were the most commodious and best adapted of any we have ever had. It was just tribute to his ability that he was re-elected to succeed himself as State Director. It is inspiring to note that the work of past years is bearing fruit. Every delegate and every Californian represented not the particular locality or professional group merely but the entire State. There was noticeable a solidarity of purpose and desire

for State unity that caused general favorable comment.

Other national officers from California are Fred M. Hunter, who as Past President of the N. E. A. is life director, and Miss Mary Mooney, who is Vice-President of the Association. Both Mr. Hunter and Miss Mooney were prominently upon the program and notably leaders at the meeting, Mr. Hunter in presenting the report on Tenure and Miss Mooney in her address before the general session on the topic "As a Classroom Teacher Sees It." Miss May C. Wade, who worked on the committee of the California Council of Education on Code of Ethics for Teachers, presented a report on this subject. Miss Ida C. Iverson as chairman of the Committee of One Hundred on Classroom Teachers' Problems was favorably received. As indicating the realization of the delegates of the importance of the classroom teachers in our Association and in recognition of the ability of Miss Iverson, she was elected to serve upon the executive committee of the Association.

Californians at Work

As a member of the nominating committee, Miss Lulu Shelton was elected to serve from California. Superintendent Mark Keppel was named as a member of the Committee on Resolutions. Mr. Lawrence E. Chenoweth, Superintendent of the Kern County Schools, was named for the Committee on Necrology, and Superintendent S. M. Chaney of Willows to the Committee on Credentials.

Among the other Californians who appeared upon the program were Mrs. Emma L. Dacre, who is President of the National League of Teachers' Associations; Superintendent H. B. Wilson, who also served as chairman of the department; Miss Joyce E. Lobner of Oakland, Miss Fannie E. McLean of Berkeley, Mr. Harry N. Shafer of Los Angeles, Mr. J. M. Gwinn, Superintendent of San Francisco Schools, who is President of the National Council of Education, and the present writer of the Educational Press Association of America and Chairman of the Committee on Thrift Education.

As President for the ensuing year, Superintendent Jesse H. Newlon of Denver was elected. Mr. Newlon has long been identified with the N. E. A. The choice is well made.

Miss Jones has set a high standard but Mr. Newlon with his well known organizing ability will undoubtedly arrange a meeting that will be a worthy successor to the one just closed.

The meetings of the delegates were enlivened by State songs. From time to time delegates from one or other of the States would proceed to the front

of the assembly and sing songs appropriate to the States.

Under the leadership of Mr. Roy W. Cloud, the group from California acquitted itself remarkably well. The ability of Mr. Glen Woods of Oakland was recognized in his being asked from time to time to conduct the general music of the assemblies.

The reports of Secretary Crabtree, of Treasurer Miss Adore and of the President of the Board of Trustees, Walter Siders, and of Dr. Bagley as Chairman of the Advisory Editorial Board, and of other officers were timely and brought forth spirited discussion. Dr. Bagley's report appears in this issue.

On Friday and Saturday preceding the opening of the Convention proper, there was held a Conference on Thrift and Conservation. This conference was called under auspices of the Committee on Thrift Education of the National Council and the N. E. A. and was the most significant of its kind ever held. Many national organizations other than those strictly educational, participated in the Conference. These included such organizations as The American Bankers' Association, The General Federation of Women's Clubs, The National Congress of Parents and Teachers and many national bodies representing social, industrial and commercial interests. Education has long desired to secure the active backing and co-operation of those representing interests other than our own and it is felt that a big step forward was made at this particular Conference in this regard. The address of General Herbert M. Lord, the Director of the U. S. Budget, given at one of the general sessions of this Conference, is printed in this issue.

State Delegates, N. E. A., 1924

Cagney, W. J., Hollister.
 Chamberlain, Arthur H., San Francisco.
 Chaney, S. M., Willows.
 Chenoweth, L. E., Bakersfield.
 Cloud, Roy W., Redwood City.
 Coale, N. O., Mendocino.
 Colbert, Gail, San Diego.
 Cravens, Mary R., Sacramento.
 Davis, Cecil M., Santa Cruz.
 Dunlevy, Wm. P., (ex-officio), San Diego.
 Ellis, Evangeline, Fresno.
 Gridley, E. G., Oakland.
 Gwinn, J. M., San Francisco.
 Hiles, Leta Severance, Long Beach.
 Hunter, Fred M. (ex-officio), Oakland.
 Iverson, Ida Christine, Los Angeles.
 Jacobson, Jeanette, Los Angeles.
 Keppel, Mark, Los Angeles.
 Krauss, Louise H., San Francisco.
 Lang, Mamie B., Red Bluff.
 Little, Isabel M., Santa Ana.
 Mack, Mrs. A. C., Bakersfield.
 Mitchell, R. P., Santa Ana.
 Mooney, Mary F. (ex-officio), San Francisco.
 Norton, Alice, San Francisco.

Raybold, Irving, Los Angeles.
 Sandifur, Claude W., Hollywood.
 Shafer, Harry, Los Angeles.
 Shafer, Ina, San Diego.
 Shelton, Lulu A., Oakland.
 Stuckey, W. L., Huntington Park.
 Wade, May C., Berkeley.
 Welday, Samuel, Santa Barbara.
 Wheelis, Dorothy R., Los Angeles.
 Wilson, H. B., Berkeley.
 Yerge, Clyde S., Pasadena.

Delegates from Local California Organizations

Artz, Etta Ooley, Los Angeles City Teachers' Club.
 Atkinson, Agnes, Fresno City Council of Education.
 Avery, Eunice, S. F. Grade Teachers' Association.
 Barbour, Marion V., Chico Teachers' Club.
 Barrows, Jeanette, Berkeley Teachers' Association.
 Boardman, Helen H., Santa Clara Teachers' Association.
 Brenneman, Elsa, Glendale City Teachers' Club.
 Broadwell, Laurine, L. A. High School Teachers' Assn.
 Bryson, Jennie E., Alameda County Teachers' Association.
 Caldwell, Mrs. Olive E., Long Beach City Teachers' Club.
 Camper, Charles H., Chico Teachers' Association.
 Cauch, F. R., Oakland Teachers' Association.
 Clayton, W. M., Santa Ana City Teachers' Association.
 Cotrel, Edna, S. F. Grade Teachers' Association.
 Cranston, J. A., Santa Ana.
 Crase, Mrs. Drucie, Berkeley Teachers' Association.
 Dillon, Alice, Oakland School Women's Club.
 Duncan, Glee, Long Beach City Teachers' Club.
 Dupuy, E. G., S. F. High School Teachers' Association.
 Fisher, Devota, San Francisco.
 Fisher, Juanita, San Francisco.
 Fraser, Anna, Oakland Teachers' Association.
 Friedrich, Mary, Oakland School Women's Club.
 Frost, Blanche, Alameda Grade Teachers' Club.
 Fulton, Theodore, L. A. High School Teachers' Assn.
 Garrison, Dora L., L. A. City Teachers' Club.
 Glazier, Marcella, S. F. High School Teachers' Assn.
 Grabill, Gladys B., L. A. City Teachers' Club.
 Haigh, Anna B., S. F. Grade Teachers' Association.
 Hancock, Joseph E., Santa Clara County Teachers' Assn.
 Harwell, C. A., Berkeley Teachers' Association.
 Hauselt, Elizabeth E., S. F. Grade Teachers' Association.
 Hemrich, A. Zella, Alameda County Teachers' Association.
 Holliday, Mrs. Vivienne C., San Diego Principals' Clubs.
 Holway, Elsie M., South Pasadena Teachers' Club.
 Hutchings, Raymond R., Santa Barbara City Teachers' Club.
 Irwin, Sue, Alameda County Educational Association.
 Johnson, Beth, San Diego Teachers' Association.
 Kelly, Effa M., Pomona City Teachers' Club.
 Kenfield, Coralie N., San Francisco.
 King, Ethel G., Berkeley.
 Klugel, Isabelle, San Diego Teachers' Association.
 Kuehny, M. S., Principals' Club of Los Angeles Elementary Schools.
 Le May, Dorothy, S. F. Grade Teachers' Association.
 McDermott, Louise, S. F. Grade Teachers' Association.
 McLean, Mrs. Fannie, Alameda County Teachers' Assn.
 Massey, Herbert N., Alameda County Teachers' Assn.
 Miller, Josephine E., L. A. City Teachers' Club.
 Morrison, Florence, Oakland Teachers' Association.
 Muller, E. E., Oakland Teachers' Association.
 Newton, Willis T., L. A. High School Teachers' Assn.
 Oakley, Agnes, Long Beach City Teachers' Club.
 Ostrom, Mrs. Ivy D., S. F. School Principals' Association.
 Paine, Mabel M., Yerba Linda.
 Stone, Fanny O., Glendale.
 Streeter, W. J., Santa Cruz.

Tufts, Christie, San Diego.
 Utter, Mary, Berkeley.
 Wade, Lucy M., San Francisco.
 Welday, Mrs. Edith M., Santa Barbara.
 Woods, Glenn, Oakland.
 Woods, Mrs. Glenn, Oakland.
 Woolley, Mrs. Eva, Pasadena.

Other Californians at the N. E. A.

Alderson, Miss, Oakland.
 Anderson, Addie M., Escondido.
 Arthur, Beryl, Fillmore.
 Atkinson, May, Los Angeles.
 Baldwin, Nell, Paso Robles.
 Benthien, Elizabeth M., Marysville.
 Bishop, Edna R., Kingsburg.
 Boyers, Ethel E., San Francisco.
 Bridges, Harriet, Oakland.
 Coffee, Julia C., San Francisco.
 Cornwell, May L., Glendale.
 Cotrel, Lucy, San Francisco.
 Cranston, Mrs. J. A., Santa Ana.
 Cowan, Harriet, Sacramento.
 Dacre, Mrs. Emma L., San Francisco.
 Davis, Rose, Los Angeles.
 Dixon, Leroy, San Francisco.
 Dodson, Ellen Mackensie, Garden Grove.
 Downey, Mary L., San Francisco.
 Eakin, Mrs. J. A., Claremont.
 Eisner, Miriam D., San Francisco.
 Farrell, Elizabeth M., Oakland.
 Fennimore, Amelia, Paso Robles.
 Fulton, Mrs. Theodore, Alhambra.
 Garrison, Mrs. Lulu B., Los Angeles.
 Goggin, Wm. A., Long Beach.
 Gray, Ella E., Glendale.
 Gray, Marian G., Vallejo.
 Gribben, Mary, San Diego.
 Hall, Mabel S., San Francisco.
 Halliday, Florence, Oakland.
 Hambleton, Miss Frances, Palo Alto.
 Hinkson, H. E., Oakland.
 Jones, Lulu A., State Teachers' College, San Jose.
 Johnston, Edgar G., San Diego.
 Keyes, Gladys, San Diego.
 Knight, Emma, San Bernardino.
 Lahey, Mary, San Francisco.
 Long, Olive, San Diego.
 Martin, A. H., Long Beach.
 McMillan, Mrs. Charlotte, San Francisco.
 Meeks, Ida V., San Diego.
 Mitchell, Mrs. G. D., San Francisco.
 Ott, Cora, Santa Cruz.
 Patterson, Catherine C., Sacramento.
 Peterson, Anna K., Claremont.
 Prentiss, Bertha, Berkeley.
 Reebam, Henrietta, San Jose.
 Reinhard, C. J., Glendale.
 Reinhard, Mrs. C. J., Glendale.
 Reynolds, Helen, Glendale.
 Rich, Mary E., Glendale.
 Sabelman, Ruth, Covelo.
 Schon, Elsie M., San Francisco.
 Shafer, Alice W., Los Angeles.
 Sinnott, Gertrude, Oakland.
 Stark, Mabel C., Berkeley.
 Stevens, R. D., Los Angeles.
 Perkins, Mrs. Josephine, Santa Barbara County Teachers' Association.
 Phelps, Ethel D., L. A. High School Teachers' Association.
 Reilly, Mrs. Georgia, Alameda County Teachers' Assn.

Reilly, Mary Jane, Berkeley Teachers' Association.
 Reinhold, Oscar H., San Diego.
 Robison, J. A., Alameda County Teachers' Association.
 Rosendahl, Fannie, Fresno City Council of Education.
 Ross, H. H., San Diego Teachers' Association.
 Roy, Essie M., L. A. City Teachers' Club.
 Russell, N. Ella, Santa Barbara County Teachers' Assn.
 Shannon, Marguerite, Santa Clara County Teachers' Association.
 Shaw, Albert M., Los Angeles.
 Small, Pearl M., Fresno City County of Education.
 Smart, Ruth Adair, Long Beach City Teachers' Club.
 Spencer, Edith, L. A. High School Teachers' Association.
 Streeter, C. M., Santa Cruz.
 Streeter, Elsie, Santa Cruz.
 Sutton, J. R., Oakland Teachers' Association.
 Tanner, W. G., L. A. High School Teachers' Association.
 Utt, J. H., Stockton Elementary Teachers' Association.
 Utter, J. P., Solano Teachers' Club.
 Voolstedt, Ella L., Los Angeles.
 Wackerman, Theodora, San Diego Teachers' Association.
 Wade, Lucy M., San Francisco.
 Walton, Thomas A., San Diego Teachers' Association.
 Welbin, Curtis D., San Francisco.
 Welty, H. O., Oakland Teachers' Association.
 Weyman, Vivian, Stockton Elementary Teachers' Assn.
 White, Edna A., Oakland School Women's Club.

TEACHER WHITHER GOEST THOU?

MARK KEPPEL

President, California Teachers' Association
 Superintendent of Los Angeles County Schools

THE teacher must furnish the children with the foundation knowledge which assures success for those who are worthy. The call to the teacher is a great call. Teaching will become a profession when truth shall be regnant in the world. Life, the Great Adventure, will be worth while, is worth while, only in proportion as possessors really live. The Great Teacher expressed the supreme need of man and the crowning work of the teacher when He declared that He had come into the world that men might have life and might have it more abundantly. The teacher is great only as he interprets life truly, gives it direction, supplies it with driving forces and makes it express itself in joy and satisfaction.

Many people believe that the case of man is hopeless. They have gone under the very evident flood of greed, extravagance, unbelief, lawlessness, and crime, whose waves are breaking high on every human shore, and whose wreckage fills every almshouse, asylum, and prison. There is no need for despair. The case of man is still on trial. In this era man is out-traveling his social, moral, religious, governmental, and educational institutions.

Those perplexed, confused and drowning souls are assailing the forces of safety—the home, the school, the church, and the press. These are blamed for all the wreckage and death with which speed-mad man is strewn highway. Truth is not

impotent nor dying. It hath life eternal. It needs a more effective application to human problems. The teacher must supply that application. Its demand upon his time, his talent, his personality, and his life are all embracing. The teacher must give himself to his profession unreservedly. It must be his life. He must grow in every line. He must be that living paradox, a conservative radical. He can not wage his personal, industrial, and social battles as an individual. He must organize. His needs for a living wage, for tolerable living conditions, and for his place as a man among men must be made effective by organization and through expression.

UNIFYING ADMINISTRATION OF EDUCATION WITH THE EDUCATIVE PROCESS

J. M. GWINN

Superintendent of Schools, San Francisco

THE program for the education of the children of America is so complex and extended that it is almost impossible for one to comprehend it as a whole, from home and kindergarten to university and the life beyond the school. The organization of this vast program has been by parts, so that the program is an aggregate of parts rather than an organic unity. This form of organization unfortunately has influenced the teaching, the learning and the supervision to the end that the one being educated must feel that his education is fabricated. The life of the individual as a child and youth as he advances through his educational program is a unitary life, not broken in parts like the system through which he is advancing.

There have been too many directors of the different units of administration, and usually, the director of one unit has quite a different educational philosophy from the director of the preceding or succeeding administrative unit. There is need for a comprehensive study to be made of the whole of the organization of our program of education, which study should keep constantly in mind the educational needs and the mental, moral and physical nature of the individual to be educated.

It is, of course, necessary to divide in order to conquer, but it is equally important to consolidate the gains after the several victories. Directors and supervisors in elementary and high schools should provide for the necessary continuity in education and not direct their attention to a segment of the educative processes and leave all other parts outside of their field of vision. Centralization of supervision, as well as administration, should be secured through the principal of a school with director and supervisors merely advisory to him.

THE NATION'S TEACHERS

MISS OLIVE M. JONES

President, National Education Association

WITH the establishment of the Representative Assembly, modeled upon the Government of the United States itself, and with the introduction of the Education Bill, the Nation's teachers served notice that they intend to stand unitedly in defense of the American principle of equal educational opportunity for all children, regardless of birth, wealth, or class; that they realize that on the defense of that American ideal of education depends the defense of the American ideal of democracy; and that they, the Nation's teachers, are the people consecrated by their professional obligations to preserve that education and that democracy for the children they teach today, the voters of tomorrow.

THE LINK BETWEEN THE HOME AND THE SCHOOL

JESSIE L. LOUDERBACK

President, Association of Visiting Teachers,
New York City

THE visiting teacher serves in a dual capacity. She seeks out both the cause and the adjustment of the problem. She is both educator and social worker. She is a specialist in her line to aid both the school and the home. The child is benefited because his difficulties—mental, emotional, social—are solved, and he is enabled to adjust himself to life. The parent is helped because the visiting teacher's extensive experience and training are placed at his disposal—parenthood, alas, being a calling requiring the greatest skill and as yet having no adequate preparatory course.

The school is benefited because of the better understanding and adjustment of its problem children—their conduct and scholarship reflecting the improvements affected. The community will benefit when individual as well as groups of parents are co-operating with the school in its great aim.

PAN AMERICANISM

L. S. ROWE

Director General of the Pan American Union,
Washington, D. C.

THE geographical and economic development of the Latin American peoples should be taught to our boys and girls, and they should be made acquainted with the important contributions which these countries have made to the common culture of humanity. Their history abounds with fruitful lessons and their literature is saturated with the

spirit of those great pioneers who were willing to sacrifice everything for the attainment of freedom. There is no prouder task confronting educators than the contribution of those permanent factors in the development of international unity and the maintenance of *World Peace*.

ORGANIZATIONS

RUSSELL SHARP

Department Chairman, High School Teacher,
Kansas City

THE one feasible method is the establishment of a departmental bulletin issued at regular intervals under the editorship of a classroom teacher and devoted exclusively to the interests of classroom teachers and classroom problems. It is, we believe, entirely within reason to expect the treasury of the national organization to assume this expense of a *modest quarterly* to be circulated among teachers. The editor of the National Education Association Journal would escape the risk resulting from a delegation of his own responsibility and the classroom teacher at the same time would be immensely benefited.

CURRICULUM CONSTRUCTION

JOYCE E. LOBNER

Oakland Public Schools

WITHOUT measure for the emotional reactions of the child, Curriculum Construction is sadly unscientific. Little is being done in research work along this line, which is one of the most difficult and least developed in the entire educational test field.

Standard intelligence and accomplishment tests are influencing curriculum construction by giving rise to the idea of *differential education*, whereby each child is given the training he can make the most of, and whereby he may be held up to the highest standard he can attain. Between the two extremes of discipline and license lies the golden means of education by *creative activity*.

TEACHER RATING

NELL E. LAIN

Kansas City Teachers' Club, Kansas City

THE most pertinent factors of teacher rating were summarized as follows: (1) A rating system is desirable as it leads to self-analysis, an important step in self-improvement. It tends to greater efficiency in classroom instruction. It is an attempt to reward merit, a most worthy motive which deserves our hearty support.

(2) We recommend these modifications in the present administration of teacher rating in Kansas

City, Missouri. Principals should not be encouraged to make the ratings for individual buildings correspond to the curve for normal distribution. Fine distinctions should not be made, and that when teachers have approximately the same professional standing as to experience, training, and ability, they should receive the same salary. No group should be limited to a certain percent—its only limitation numerically should be the number of teachers who are qualified to belong to that group. The ratings by principals should receive more recognition. Each teacher should be given a written copy of her rating to further mutual understanding and to work toward general improvement.

COMMITTEE REPORTS

Digests and Excerpts

RURAL TEACHERS' PROBLEMS were investigated by a Committee of One Hundred, under the chairmanship of President Harold W. Foght of Aberdeen, South Dakota.

The members of the executive committee decided that "the function of the committee is largely organizational as a means of connecting the educational work being done by the Department of Rural Education with organizations and agencies working throughout the field of rural education." The committee was then authorized to proceed with its final program—namely, to organize a strong committee in every State of the Union in conjunction with suitable rural agencies now at work there, and to secure the co-operation of these bodies through their national and state officials.

* * *

TEACHERS' RETIREMENT ALLOWANCES have been the problem of a notable Committee of One Hundred, of which Mr. Philip E. Carlson of Minneapolis is chairman. The committee presented a valuable 22-page bulletin comprising a statement and an explanation of the fundamental principles of a teachers' retirement system; why every state should enact a sound teacher retirement law; the teacher's interest in retirement legislation; state and local retirement systems now in effect; selected references on teacher retirement systems.

Statewide teacher retirement laws are now in effect in 22 states and independently in 17 cities. The argument favoring sound teacher retirement laws in every state is excellent and business-like.

* * *

THE LEGISLATIVE COMMISSION, headed by Professor George D. Strayer of Teachers' College, always presents a report that arouses lively interest. In discussing the Federal Educa-

tion Bill, the Commission forcefully declares that the bill aims to reduce the glaring educational inequalities that mock the Nation's ideal—an equal chance for all. Millions of American children are now being denied any educational opportunity. The last census listed 1,437,000 children from 7 to 13 years of age as not attending "any kind of educational institution." Over 1,000,000 child workers were enumerated, counting only those from 10 to 15 years of age. Millions of other children are being given such meagre school opportunities that they may be expected to reach maturity in ignorance, lacking even the fundamental tools—reading and writing—by which information may be acquired.

Such conditions weaken the whole nation. The denial of school opportunities to millions of American children is a matter that deserves national attention.

* * *

VISUAL EDUCATION had been carefully studied by a large committee during the past year and the report presented by Dr. Thomas E. Finegan occupies 16 printed pages. The subcommittee reported on legislation; on communities doing excellent work in visual education; on courses of study; on current administration methods, and on co-operation and research.

The most common mistake in using visual education aids is "lack of close correlation with courses of study."

The common mistakes are:

1. Too frequently they are used as mere entertainment.
2. No funds are provided to establish a central bureau of visual education.
3. Programs are apt to be irregular.
4. They do not stimulate thought. Lack of vision on the part of many teachers—they do not persist in using what visual aids they have.
5. The assumption that any picture is of value without any explanation or comment by teacher.
6. Lack of previous preparation—and lack of follow-up after showing film. Teachers expect too much, and attempt to permit films to do all the work.
7. Lack of knowledge of the technique of projection resulting in poor projection. Lack of special training on part of teachers.
8. Too many pictures shown at one time—too much seeing—too little observation.
9. Failure to see that visual presentation should precede discussion or reading about the subject under study.
10. Lecture presentation rather than motivated lesson with pupil participation.
11. Films used without sufficient class discussion. Description of film should be sent out ahead of principal points to be noticed. Teacher should talk during "filming" and class should be checked up on points noticed.

* * *

TENURE is reported by a Committee of One Hundred in a 59-page bulletin. This will prove a valuable handbook for all workers in this field. It contains the state regulations covering Tenure and tabulation and summaries from representative cities, states and countries. Mr. Fred Hunter, chairman, presented the report. In summarizing political dismissal cases the report states:

1. No State, city or community can maintain and administer a school system in the interest of its youth if its teaching body and its school leaders are subject to the dangers of political assault and professional murder represented by some of the cases of political dismissal studied by this committee.

2. It is only a natural result that radical attitudes should develop and that a feverish tendency to organize for political protection should pervade the teaching ranks of many cities and states.

3. Neither is it surprising that laws, rules, and regulations ensue which protect not only the efficient and professional-minded member of the profession, but also the incompetent and political-minded member.

4. The need of a careful developed policy which will protect the efficient, skillful, and professional-minded teacher and eliminate those who are not as apparent to any student of the situation.

* * *

HEALTH EDUCATION, the 160-page report of the Joint Committee on Health Problems in Education, comprises one of the most complete and noteworthy reports made at any N. E. A. meeting. It outlines a comprehensive program for public schools and teacher training institutions and was prepared under the direction of Dr. Thomas D. Wood, chairman.

During the last ten years there has occurred a great wave of intense interest in and intensive development of health work in the schools which has been accompanied by unprecedented stimulation of interest in health by organizations outside of the schools, and the contribution to the schools from many outside sources of a fascinating and confusing mass of materials, ideas and devices for health teaching.

This has made it desirable and necessary that the educational forces within the schools should

study, interpret and co-ordinate the aims, materials and methods in the field of health education so that the schools of the country may be provided with an educationally sound program of health teaching. To do this completely would require years of thorough investigation and experimentation of a kind which it has not yet been possible to carry on. However, until such investigation may be undertaken, this report provides one of the best available guidances to the schools of the country relative to health teaching.

EVALUATION OF INSTRUCTION. The Department of Classroom Teachers, through a committee of which Professor Guy M. Wilson of Boston University was chairman, presented a standardized scale for measuring recitation units.

The president and council of the Classroom Teachers at the Cleveland meeting began to consider a means of improving classroom work through a definite scale consisting of evaluated recitation units. They wanted something definite and specific with which to compare daily recitations and by which to judge them.

In carrying forward the work it was decided to recognize the well-known recitation, techniques as developed through professional schools—namely, drill, appreciation, problem, and project. With this in mind, teachers throughout the country have been asked and are hereby further asked to assist in getting good word-pictures of recitation units, with the idea of having them judged and arranged in order of merit.

The purpose is to finally construct a scale of standardized units applicable to each recitation type. The work has gone forward slowly, and in this preliminary report the attempt is made merely to get the idea before the classroom teachers and to solicit further co-operation. Fairly good drill units are at hand and these will be used to illustrate the plan.

CATSPAWS is a provocative topic in the very fine annual report of the Secretary of the N. E. A.

Mr. Crabtree devotes two pages of his well prepared and very readable 38-page report to a discussion of opposition to the American free public school system and to the N. E. A.

Some of the heartless interests, who are opposing the further development of education largely to keep taxes down to the minimum, are making cats-paws of some of those who offer objections from a religious point of view. This particular opposition fears the rights of parents are being taken over by the schools and that the costs of schools and school buildings are beyond reason.

These people are led to oppose a Department of Education because it will develop unduly the costs of education and increase the tendency to give the schools greater authority over children. If true that there is a connection of this kind and that an element is "being used" it will be definitely known in due time and the connection will immediately become ineffective. Tax dodgers will bear watching. They are choking the life out of the schools in more than one community.

CCLASSROOM TEACHERS' PROBLEMS have been studied and reported by the Committee of One Hundred under the capable leadership of Mrs. Mary C. C. Bradford of Denver.

To those who believe that the community takes too little interest in the conduct of the schools, states the chairman, a staggering array of instances proving the contrary is afforded by the objections raised by the majority of classroom teachers to the interruptions of regular school work, caused by a vivid and persistent community demand for the consideration of various community projects. This complaint is more universal than any other.

Next in universality to this objection, the most often criticized conditions, as revealed in the letters from the teachers, are the too large classes and the too great number of subjects to be taught. Of course, no fact is better established in relation to the educational conditions of today than that of the overcrowding of classes.

DIGEST OF RESOLUTIONS

Adopted by the Representative Assembly of the National Education Association, July 3, 1924

The Education Bill

REAFFIRMS unqualified support. Federal leadership declared necessary. Nation's obligation toward removal of illiteracy, Americanization of foreign-born, training of teachers, physical education and equalization of educational opportunity.

Private Institutions

Citizens have the right to educate their children in either public or private schools, when the educational standards are approved by the State educational authorities.

Professional Ethics

The time has come for the preparation of a professional code. Special committee recommended to prepare a national code of ethics for the teaching profession.

Status of Teachers

Insecure tenure deplored. Tenure Committee empowered to actively support State associations

(Continued on page 523)

CALIFORNIA'S CONTRIBUTION

WM. P. DUNLEVY

N. E. A. State Director for California,
San Diego

THE National Education Association convention was a great success. The aim of President Olive M. Jones to give a big vision to every teacher who came to Washington was fully realized. The whole week of convention meetings was built up toward a culmination in certain acts of patriotic service by the teachers of America in the Capitol of their country and on its birthday. Patriotic pilgrimages were made on that day by various groups to a score or more of places dear to the heart of every patriotic American citizen. I can think of no greater good from any convention than the renewed zeal instilled in the mind of every teacher present to do his or her part still better in training the American youth.

California teachers contributed their full share in the big events of the convention. Two reports were pre-eminent for their excellence—that of the Tenure Committee, Superintendent Fred M. Hunter of Oakland, chairman, and that of the Thrift Committee, Arthur H. Chamberlain, chairman. No subject discussed at the convention drew such eager interest as tenure. All from California were proud of the masterly way in which Miss Ida C. Iverson, President of the Classroom Teacher Department, handled her group. She was elected one of the five members of the Executive Committee of the N. E. A. Miss Mary F. Mooney gave an excellent address on the general program and was re-elected to her present office of Vice-President of the N. E. A.

Every teacher must have been proud of California for we were first in number of delegates (the official records show 115 California official delegates seated in the Representative Assembly). Our group of songs at the opening of one of the sessions made the big hit of the convention. California badges were to be seen at every place of historic interest and many from other states begged to be included in our excursions.

More than three-fourths of our delegation went by special train of four cars, with one day's stop at the Grand Canyon. To many of us the chance to get better acquainted with some of the finest teachers in the state was greatly appreciated. It was the consensus of opinion of those on the "California Special" that Californians shall and will always represent the whole state and not any particular section when we are sent as delegates to other parts of the United States.

The crowning event of the Convention was the Fourth of July address of President Coolidge. For years the great ambition of the N. E. A. has been to have a Department of Education with its Secretary a member of the Cabinet. When President Coolidge in his address pledged himself to support the organization of such a department, his audience broke into tremendous applause. If the N. E. A. is successful in this one thing, it will have earned all the support ever given it by the teachers of the United States.

REMINISCENCES

ROY W. CLOUD

County Superintendent of Schools,
Redwood City

THIS is being written in one of the most beautiful places I have ever seen—Jasper National Park in the Rocky Mountains of Alberta, Dominion of Canada. Sitting by the side of Lake Beauvert—a sparkling gem of the highlands, with the snow-capped peak of Mt. Edith Cavell shining down upon us and the face of the Old Man of the Mountain shedding his benignant rays over us—it is not difficult to hark back to the meeting which was fraught with so much of interest to the man or woman interested in the problems of education.

Notable was the gracious manner in which the presiding officer, Miss Olive Jones, conducted affairs. No detail had been overlooked and a program of instruction and interest was given and followed. Miss Jones exemplified the shibboleth of our profession which is "service and co-operation." She presided, ruled and talked in a manner gracious and just in every particular. The teachers of America owe her a debt of gratitude. She gave a meeting which sought to bring all of the departments of public school work into a harmonious whole. The N. E. A. now has the opportunity of becoming the determining factor in the policy of American education.

The reports of the committees showed that real constructive work had been done by the committee members. Mark Keppel gave an inspiring address before the elementary section on the trend of public education. His theme, "Whither Goest Thou?" told in his clear, forceful and direct manner, was an inspiration to his auditors.

Miss Mary Mooney, president of the Bay Section, C. T. A., and vice-president of the N. E. A. gave an address before the entire convention in the Stadium. Miss Mooney was in excellent speaking voice and gave her idea of service in an unmistakable manner.

Fred Hunter gave a comprehensive report on tenure which should be of value throughout the country. The California delegation was proud of him. Not only in his report but also in his remarks from the floor he demonstrated that he is a leader in educational ideas and thought.

The women of the nation were ably represented by Mrs. Carrie Chapman Catt, who told what education should do. Mrs. Catt has been prominent in reform matters for years and gave one of the great talks of the gathering.

Arthur H. Chamberlain reported as Chairman of the Committee on "Thrift Education" and Miss May C. Wade spoke on a Professional Code of Ethics. They were both well received. Their ideas, if followed, would make for a better citizenship.

The closing number and the big feature was the "Fourth of July" address of President Calvin Coolidge. Few of us knew that this great man had a boy at home, sick unto death, as he stood before us and reaffirmed his belief in the public schools of the land. He showed a remarkable grasp of educational needs. He declared his belief in the "Educational Bill" and expressed the hope that it would pass and that a cabinet member would soon be a member of the official family.

The day was made complete by a trip to Gettysburg, where some of our forefathers had stood on another Fourth of July as a victorious host and where later that great American, Abraham Lincoln, gave to the world his Gettysburg Address.

In the following days we saw many of the spots famous in American history. We trod the fields of the Valley Forge and Brandywine; climbed the "Belfry Arch of the Old North Church"; stood by the bridge where the "embattled farmer stood and fired the shot heard around the world," and paid our respects to Miles Standish, John Alden and their valiant friends. We paused by the graves of Samuel Adams, Paul Revere and John Hancock and visited the homes of Longfellow, Lowell, Emerson, and Daniel Webster. We saw the room where Louise A. Alcott lived with Meg and Beth and Joe and Amy. We tarried at the "Old Manse" and later saw "The House of Seven Gables."

These were some of the high lights of a great convention.

SIERRAS WANTED

Copies of Sierra for March and April, 1924, are urgently needed at C. T. A. headquarters. Please send your spare copies to 933 Phelan Bldg., San Francisco. Your courtesy will be much appreciated.

A RICH WEEK

L. E. CHENOWETH

County Superintendent of Schools, Bakersfield

THE week in Washington, with the splendid educational messages and the opportunity to see the wonders of the seat of our national government, together with those historic spots which mean so much to us as Americans, marked high tide for successful N. E. A. meetings, in my opinion.

It was a rich intellectual, cultural and spiritual feast, from which not one of the 15,000 delegates and friends of education departed unsatisfied.

The effect upon each individual attending the wonderful convention was marked, making us more patriotic and thoughtful, more earnest to impart the lessons gained there, to our fellow men and women as well as the children in our schools.

While it was all wonderful, to my mind the outstanding feature was when President Calvin Coolidge stood before that vast audience of 25,000 intent listeners on a bright Fourth of July morning and as a message for the delegates to carry home, gave utterance to unqualified endorsement of our public schools, greater support for rural schools, increased funds for education, an educational seat in the cabinet, the protection of childhood from exploitation, and the effacement of illiteracy.

It was my good fortune to visit the historic spots about Boston and through New England, as well as Canada, on the homeward trip, but the great N. E. A. convention in Washington was richest in the inspiration and real beneficial educational messages it brought to me. The finest thing for educational advancement would be that every teacher and educator in California might be a member of this great organization and derive the benefits from its deliberations.

YES! OF COURSE

I must have the Report of the Committee of Fifteen (California High School Teachers' Association), a dynamic research volume of 406 pages.

Send me the book at once and bill me for \$2.50 plus postage.

.....
(My Name)

.....
(My Mail Address)

.....
(City and State)

Mail this coupon to the Association, 933
Phelan Building, San Francisco, Cal.
See Page 8 for detailed account of the book.

THE OBJECTIVES OF THE REPORT OF THE COMMITTEE OF FIFTEEN

VAUGHAN MacCAUGHEY

IN May, 1924, was published a report, of over 400 pages, on secondary education in California. The materials for this volume have been assembled by a "Committee of Fifteen" comprising high school teachers, principals, school superintendents, department heads, deans, college and university professors. Through the active interest and vision of Horace M. Rebok, President of the California High School Teachers' Association, the investigation was formulated and launched. He perceived the need for a thorough-going self-survey of the secondary field by those who were actively working in that field and intimately familiar with its problems and aspirations.

The duties of the Committee were outlined as follows:

1. *To define* the purposes and objectives of secondary education.
2. *To state* the range and character of instruction to be given, including needed changes in courses of study and methods of instruction.
3. *To suggest* a group of typical courses of study sufficiently wide in scope to meet the different needs of pupils living in the several parts of the state and under varied social and economic conditions of life.

The American Free Public High School

The American free public high school has had an exceedingly rapid development and has succeeded to a remarkable degree in fulfilling the demands which have been made upon it.

America's program of secondary education represents a profound conviction on the part of the citizens that high school education is necessary.

The present age is one of extraordinary transition and readjustment in social, economic and cultural life. In order to meet the rapidly changing requirements of this complex new age, it is incumbent upon the American Free Public High School constantly to reorganize and recreate itself.

The aim of the Committee of Fifteen is to ascertain the strengths and weaknesses in current high school practice. Where and how are high schools best meeting the requirements of modern life? In what ways can high schools be aided in continuing and enlarging their successful programs? How can the excellent morale, superior work and high standards which characterize certain high schools be made available for all high schools?

Not a Finished Survey

Professor Rugh, chairman of the committee, emphatically states that this "report is in no sense whatever a survey." It is, however, a serious attempt on the part of people whose daily work lies in the domain of secondary education, to examine critically into and report on some problems affecting California high schools.

It is, therefore, a series of *preliminary* and *special* reports rather than a unified or final report. Much of the material is foundational in character and will be used as a basis for further study of teachers, principals and by future committees.

Contents

The scope of this preliminary report may be indicated by the following statement of its contents:

1. A philosophy of American secondary education.
2. California high school statistics.
3. Unit teaching costs.
4. Educational guidance of pupils.
5. The varying needs of pupils.
6. Tenure of high school teachers.
7. Outside activities of pupils.
8. How school and community can co-operate.
9. Commercial education.
10. Specific high school problems.
11. Books and magazines for high school teachers.

A Philosophy of American Secondary Education by Professor Charles E. Rugh, states the task and objectives of the high schools. Human behavior is the supreme task. American education has its own distinctive spirit. Life tensions must be recognized. The theory of method is discussed by Professor Rugh. Teaching is causing learning. The laws of learning are outlined. The analysis of character is made, with particular emphasis upon power, judgment, and good will. Discipline, authority and obedience, and recovery from wrong doing are the concluding topics in Professor Rugh's treatise.

He declares that "the greatest need in America today is for a sound educational philosophy. America not only traced ancestry to Europe but was in the habit of looking to Europe for leadership in science, art, philosophy and theology. None of these forms of human achievement saved Europe from its present terrible condition. Either they could not, or they were inoperative. In either case, America must pursue another course.

"Every American child should receive an education inspired and dominated by the spirit of America, not for purposes of self-glorification, certainly not in the interest of isolation and provincialism. Time was when each school reflected local public opinion. Good schools will always do so; but the time has come when local public opinion must cease to be provincial."

California School Statistics. These tables include attendance by races, high school population, size and curriculum, the high school pupil, the high school teacher, the high school principal, public opinion of California High Schools. A typical quotation from these thought-provoking summaries is that "more than 50 per cent of high school students do not engage in: (a) Special subjects outside of school; (b) school athletics (outside of required physical education); (c) employment for wages; (d) community social service work."

Questionnaires. Seventeen pages are devoted to reproductions of typical outlines which were used in gathering the California school statistics.

Unit Teaching Costs. This paper by Robert J. Teal, principal of Madera Union High School, shows that mechanical arts, mechanical drawing, agriculture and home economics are among the more expensive subjects and that history, commercial arithmetic and English are among the cheaper subjects. The unit costs vary considerably in high schools of different sizes.

The report of a special committee on *Guidance* by Wm. M. Proctor, associate professor of education, Stanford University, shows that all teacher-training institutions should offer courses that will equip men and women who are to be in charge of high schools, particularly the small and medium-sized ones, for the performance of their guidance function. It indicates, as well, that provision should be made for the training of special counselors to meet the growing demands of the large high school for experts along the lines of educational, vocational, and moral guidance.

Miss Alice Ball Struthers, vice-principal of McKinley Junior High School, Los Angeles, has made an excellent report on *Adjustments to the Varying Needs of Pupils*. She describes her methods of homogeneous grouping and special rooms. The socializing of over-age, sub-normal boys is given special attention. Misfit girls, borderline cases and superior groups are described. Concerning educational tests Miss Struthers states that we do not claim that the educational tests are perfect, but that they are so far superior to the invalid, variable, uninterpretable teachers' marks to which we have been used, that they are recog-

nized by most progressive educators as very much worth while and a step in the right direction.

Miss Elizabeth Arlett, principal of the Alexander Hamilton Junior High School, Oakland, makes a brief statement concerning the *ninth year*.

The *Tenure* of high school teachers and principals and the causes of the labor turnover in the field of high school teaching are discussed by George C. Jensen, principal of the Eureka secondary schools. Living conditions, employment agencies, attitude of administrators and the California tenure law are described as four definite causes for the large labor turnover.

Miss Sarah Sturtevant, formerly dean of girls of the University High School, Oakland, reports on the status of *Extra-curricular Activities*. This report occupies thirty pages and is prophetic of a new order of things in the high schools. She elucidates the changes in industrial and social relations, describes the girls' advisor, investigates the social program of the school and summarizes the tremendous possibilities that extra-curricular activities provide.

Character education is emphasized by Miss Sturtevant, who states that "it has become clear that as valuable as academic knowledge is as an instrument of power, difficulties in the body politic often come from the character of persons possessing the power of scientific knowledge. So patent has this fact become, that in the minds of some there is a fear that, unless the character of the people who use the tools of power be improved, civilization is but plotting its own destruction. Therefore, character becomes an important objective in a system of education, and character rises to the place of chief objective of secondary education, where the instinctively social aptitudes of the students concerned lend themselves to lessons in the fine art of living with people on terms conducive to individual happiness and social health."

The head of the department of home economics at Manual Arts High School, Los Angeles, Miss Essie L. Elliott, renders a report on the *articulation of school and community* including quotations on the project method and a bibliography. Miss Elliott states that if the 127 high schools reporting are indicative of the entire number in the state, much splendid work is being done in California to bring the school and community into a closer relationship and into a harmony of interests.

A *survey of commercial education* was made by Earl W. Barnhart, chief of the Commercial Education Service, Federal Board for Vocational Education. The report covers the demand for commercial education, organization of commercial courses, and

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CALIFORNIA STATE CONFERENCES ON RURAL EDUCATION

MRS. GRACE E. STANLEY
State Commissioner Elementary Schools

ON May 26, 1924, Professor E. L. Eby of the University of California, Southern Branch, invited organizations and persons interested in rural life to attend a rural teacher training conference in Los Angeles. About fifty people representing farm bureaus, home demonstration agencies, county libraries, county superintendents, rural supervisors, women's clubs, Parent-Teacher Associations, county nurses and others interested attended the meeting. After interesting and enthusiastic discussions of the problems the conference passed a resolution asking the State Board of Education to co-operate with the university in calling two conferences to be held during summer session, one in the bay region and the other in Los Angeles.

Pursuant to this request the conferences were called by Professor E. L. Eby, who represented the university, and Mrs. Grace Chandler Stanley, representing the State Board of Education.

The bay conference was held at the San Francisco State Teachers' College on July 23 and 26, with about 70 in attendance. The Friday morning conference was presided over by C. H. Neilson, county superintendent of Butte county. The problems of the rural field were set forth very clearly by Dr. C. W. Waddle of the University of California, Southern Branch. The first problem is a matter of finance, and the second of supply and demand. He called attention to the fact that the Southern Branch before the war was turning out 775 teachers a year. The maximum since that time has been 400. He spoke particularly of the work of Mr. Neil, rural supervisor in Los Angeles county, who had made a campaign among the patrons of the schools in his section of the county to raise the salaries of the teachers. He also spoke of the necessity for better training of teachers in order that they might be more competent.

The motion was passed that a committee be appointed to work out a plan for encouraging our brightest and best high school students to enter the teachers' colleges and prepare for elementary work.

The afternoon session was presided over by Mr. Vaughan MacCaughey, the topic for discussion being "Opportunity of the Rural School as a Frontier in the Dynamic Reorganization of Our Schools." After a number of teachers in the field had been heard from it was decided that the rural schools offered the best opportunity for experimentation and that every county should be encouraged

to establish experimental and demonstration schools.

It was also agreed that the course of study for rural schools should be flexible and should be worked out by the teachers and children in each community. The responsibility of teacher training institutions for training rural teachers was very ably presented by Mr. Archibald Anderson, acting president of the San Francisco State Teachers' College. He called attention to the special adaptability of the individual system as taught in his institution for use in rural schools.

Dr. Tully Knoles of the College of the Pacific gave a very interesting and humorous talk in which he explained the theory upon which he selected teachers for his institution, which was that they be able to give the right attitude to their students.

Professor Griffin of the Department of Agriculture of the University of California suggested the possibility of greater co-operation between the high school departments of agriculture and the elementary schools within the district to the end that teachers of agriculture, instead of putting in part time on agriculture, could devote their whole time to it and at the same time build up rural-mindedness in the elementary schools.

On Saturday Mr. Will C. Wood, superintendent of public instruction, was present and outlined a plan for the improvement of the rural schools. He spoke of the possibility in the work of the committee on the reorganization of the elementary curriculum and asked the county superintendents and supervisors to co-operate in carrying this work out, as the most of it would have to be done by unpaid workers. He spoke of the desirability of keeping Amendment Sixteen in effect, and suggested that financial problems could be handled to better advantage by co-operation between high schools and the grammar schools within the high school district. To give teachers a rural attitude he suggested local institutes of at least two weeks of extensive training in rural school problems and the extension of rural supervision. He urged the conference to organize for the support of Amendment Sixteen and Rural Supervision.

In the discussion which followed Mr. Wood's report the opportunities of the county library were noted, and also the possibility of extending service to the rural schools through radio.

The Los Angeles meeting was held the following

week, August 1 and 2, and was called to order by Professor Eby. About one hundred attended this meeting and very lively discussions of the problems took place.

The Friday morning session was presided over by Mr. Merton E. Hill, principal of Chaffey Union High School and Junior College. Professor Palmer of Cornell University gave a very splendid address on the nature study work as carried on in the rural schools of New York. He had samples of the leaflets that were sent out and other material used in carrying on the work there. Mrs. Grace C. Stanley gave a report of the San Francisco conference.

The topic for the afternoon was "The Training a Rural Teacher Should Have." A paper by Mr. R. J. Werner, state supervisor of agriculture, precipitated a very lively discussion regarding the extent of variation there should be in the training for rural teaching from that given for city teaching.

The Saturday morning meeting was presided over by Miss Ada York, superintendent of schools of San Diego county, with "The Responsibility of the Teacher Training Institutions for Rural Teacher Training" as the topic for discussion.

President E. L. Hardy of the San Diego State Teachers' College presented a solution of the problem from the standpoint of an enlarged district, preferably using the county as the unit of administration. President C. L. Phelps of the Santa Barbara State Teachers' College offered some very practical suggestions for the improvement of school buildings for rural communities and for the addition of domestic science and manual training in one-teacher schools.

The viewpoint of the parents was very ably and interestingly presented by Mrs. Clark McQuen of the County Chamber of Commerce of Riverside. She asked that county districts be given still more aid for the payment of teachers' salaries.

Mrs. Guy Glazier, president of the Ninth District Parent-Teacher Association from San Diego county, spoke on the practical ways in which teachers and parents could co-operate for the improvement of the schools.

The time passed all too quickly and the conference adjourned with the desire that gatherings of a similar nature be called from time to time.

A Constructive Program

As a result of these conferences the following program is suggested as embodying the consensus of opinion of those in attendance:

1. The policy of increasing the pay of rural teachers and of establishing a salary schedule in

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SUPERVISED PROJECT WORK IN AGRICULTURAL EDUCATION

R. J. WERNER

State Supervisor of Agricultural Instruction,
Sacramento

ONE of the chief aims of supervised project work in agricultural education is to insure the first-hand knowledge of the student with that phase of farming in which he is being prepared to engage. Our forefathers secured this first-hand knowledge by the apprenticeship or indenture system. However, project work on the boy's home farm will accomplish, in a large measure, the desirable results of apprenticeship training. At the same time it provides larger opportunities for teaching and learning than apprenticeship usually afforded.

Both the school and the farm have their particular functions to perform in efficient agricultural education. The proper mental habits, skills and abilities may be better fostered in the school environment, but unquestionably the development of the corresponding physical attributes can be better accomplished on the farm.

The slogan "Earn and Learn" has been in use for several years. If we think of project work in terms of farming perhaps we may measure the results in financial terms. For instance, last year 906 boys completed projects in poultry with an average of 63 birds per pupil, with a total return of \$55,300, or approximately \$61 per pupil and almost \$1.00 per bird.

In addition to immediate returns, agricultural education, in common with all education, has its culture, its vision and its mental discipline. This has been recognized both by the State Board of Education and by our conservative educational institution, the State University. The former has agreed that the vocational program meets their requirements for high school graduation, besides giving training which prepares the student for actual participation in farming. The State University accepts the vocationally trained boy or girl on a par with high school graduates. This proves that the vocationally-trained students, in addition to training for their life work, have acquired the necessary background to pursue higher education if they so desire.

We assume this project-training to begin in adolescence, when the boy is looking back on childhood and forward to manhood. The toys of earlier life are discarded for man-sized tools and equipment. The old "coaster" with its makeshift steering-gear is put away for the Ford "speedster." His make-believe play and the impersonation of

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SOME SUGGESTIONS FOR THE IMPROVEMENT OF INSTITUTE IN CALIFORNIA

A. E. YODER
Salinas High School

THERE should be more co-operation between the state department and the county superintendents in the formulation of a definite policy for the entire state, subject, of course, to modifications to suit local conditions. Each county superintendent should still be responsible for the success of the institute in his own county, but at the same time should have the benefit of the broader knowledge of the state department of the recent trend of educational policies.

2. The lecture method of conducting the institute should be reduced to the minimum. In the first place, lectures even of the highest type cannot be remembered in too large doses. In the second place, the time of the institute is needed for a discussion of the actual problems of the teacher.

3. Have a mapping out of the outstanding problems in the field of education for the various groups of teachers, with suggestions for methods of studying the problems through the year. At the next institute there should be reports from teachers of the results of their investigations and reports on any progress made toward the solution of the problems.

Round Tables

4. Every institute should devote at least half its time to round table discussions. The groups should be composed of those whose interests are the same. The practice in some institutes of simply dividing into a high school group and a grammar group is not a satisfactory method of conducting round tables. Teaching is becoming a more and more specialized profession, and it is not easy to find practical topics which would be of interest to all the high school teachers of the county. At any rate, such topics would not be the most vital problems of the teachers of the various departments. This feature of institute procedure is carried on very satisfactorily in most of the counties of California, but there are still a few counties in which more round table sections are very necessary. The topics for discussion should be placed in the hands of the teachers in advance of the institute so as to give everyone a chance to prepare his contribution to the discussion.

5. There should be some provision for demonstration teaching. Since one of the purposes of the institute is to improve the methods of the teachers of the county they have a right to see some of the finest exemplifications of real teaching by some of the leaders in their own field. The county superintendent, in his travels over his county, must run

across many examples of excellent classroom technique from which he could choose the best for a place on his institute program. Provision might be made for a discussion of the demonstration, not in a spirit of criticism, but for the purpose of actually applying the method to conditions in other schools.

Exhibits

6. Institutes should make more use of exhibits. This should be the contribution from the teachers themselves of the best work they have done during the year. The material should be sent either to the county superintendent or to the leaders of the various round table groups, or to a special committee who would see to its arrangement and display at the institute. The material should include all sorts of busy work, outlines of courses, and examples of any constructive pieces of work done during the year. Announcement of this policy might inspire many teachers to do better work in preparation for the exhibit. Provision should be made on the institute program for a systematic study of the exhibits.

7. Each program should be centered around some special educational policy or movement, and should lead to some definite conclusions regarding the adoption of that policy in the county.

8. It appears that some of our institute program makers have failed to recognize the high educational standing of our California teachers, and have given legitimate grounds for the oft-repeated complaint that the lectures are a mere "repetition of what we learned at training school." Institute lecturers should recognize the fact that they are addressing a group of highly trained experts to whom the ordinary platitudes are more or less of a bore. If California is able and willing to pay the price of having such a high grade teaching corps, it is certainly an economic loss to close our schools for a week and fail to provide institute programs of a quality commensurate with the educational attainments of those who are required to attend them.

9. Raising the standards of the institute programs would do a great deal to eliminate the necessity of this final suggestion for the improvement of institutes, viz., a change of attitude on the part of teachers toward institutes. Teachers should, and generally do recognize that they need continuously to improve their methods, and that the institute or some similar meeting of teachers is an essential part of their training. Hence they should

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A CALIFORNIA RURAL SCHOOL

MISS MARGUERITE A. RODGERS
Mills College

WHEN I first came to this little rural school two years ago and saw how many of the children lived, I realized that I had found a splendid chance for service.

Very few of the children owned tooth-brushes, and from all appearances, those who did possess such articles seldom used them. Several of the children came to school with their hair uncombed, their shoes unlaced, and hands, faces, bodies, and clothes dirty. Many of them admitted that they had not washed their faces and hands before coming to school. I did not need the information, however, because it was very apparent that the dirt had been accumulating for ages.

Then I began to inquire about baths, and the fact was revealed that the parents of several of the children would not allow them to wash their heads or to bathe during the winter because they were afraid it would injure the children's health. These same children were horrified when I asked them if they slept with their windows open. Their parents had warned them that the night air would injure them.

Personal Hygiene

The first thing I did was to see that each child was supplied with a tooth-brush and that he used it. Then I began to talk to them about cleanliness, fresh air, sleep, and food. We spend ten minutes every morning discussing health and manners, and the children are improving in their habits.

As a general rule they come to school with faces shining from a recent scrubbing, with hair nicely combed, and with clean hands and finger-nails. And every morning they must answer these questions on health:

- Did you sleep ten hours with your window open?
- Did you comb your hair this morning?
- Did you brush your teeth last night and this morning?
- Did you eat fruit and vegetables yesterday?
- Did you drink cocoa for breakfast?
- Did you drink water and milk every day?
- Did you have at least one bath last week?

Aesthetic Life

Plato, the great Greek thinker and teacher, told his disciples that there were three subjects which they should not neglect in their teaching—art, music, and poetry. He claimed that these three studies were the solutions of problems in discipline, that they were a stimulus to the imagination, that

they taught the children self-expression and made them more observing, and that they made a lasting impression on the pupils.

There is an especial need for aesthetic development in the lives of the country children. They are surrounded by the beauties of nature, but often their homes are so unattractive and barren that these children see little that is beautiful unless the teacher opens their eyes to it.

Foreign Ancestry

Most of the children in my school are the children of foreign parents. These parents work hard and have little time to devote to the children. Some of them are unable to speak English and many of them cannot read. There are very few children in the school whose parents subscribe to a magazine and many of them do not subscribe to a newspaper. To the children from these homes the school is their whole life and it is up to the teacher to make that life worth while.

How important it is that these children be given every opportunity to meet their needs and their desires for knowledge, health, and happiness! And how careful the teacher must be that she set the right example for these little folks who imitate her posture, her speech, her manner, her neatness, her promptness, and her dress!

She must make the school-room one of the happiest places in the world. She must create a friendliness and comradeship between herself and the children, and she must make them realize that she is there, not to "boss" them about, but to instruct them and help them solve the many problems that confront them each day.

California History

Because the children have so little chance for the development of self-expression, I have set aside ten minutes of the daily schedule just for that purpose. Last year we devoted this period to the study of the history of California. The children became vitally interested in the Indians and the Spaniards. They read all the books and poems they could find which would tell them something about the lives and customs of these early Californians, they wrote compositions, and they sang songs about the Indians. The girls wove baskets and the boys made bows and arrows. In fact the imaginations became so active that the boys were out early and late, with their bows and arrows, shooting at everything from apples to chickens.

In studying the Spanish days here in California, the children made missions and covered them with clay, they collected pictures of the different missions, and they made drawings of many of them. What a happy time the children had and how busy they were! There were very few problems of discipline; all of the spare moments were occupied with drawing, modeling, or weaving.

World Pictures

This year I am trying to open the doors of art to the children; if they see the fine paintings of the world and become familiar with them, they will have a knowledge which will give them pleasure all through life and they will never be satisfied with the cheap or the mediocre in pictures. I have a collection of about two hundred prints of different fine paintings and I keep these in the school room for the children to study. They are now familiar with the twelve "World Pictures," their artists, and the characteristics of each.

Besides Leonardo da Vinci, Michael Angelo, Raphael, Titian, and other old Italian artists, we are becoming familiar with the Flemish, French, Spanish, Dutch, German, and English painters. We are studying the significance of the colors used by the old masters, and the emblems by which many of the characters in the devotional paintings may be recognized. The children enjoy this picture study immensely and they are collecting for their scrap-books prints of fine paintings which they find in magazines.

Moral Education

In developing an appreciation for beauty the teacher must not ignore two very urgent needs—a knowledge of right living and a training in morals and manners. More and more the parents are leaving their children's training to the school and the teacher is responsible for the action of the pupils. Some of the parents are too occupied with other affairs to give much attention to moral training, or the parents are foreign born and are not acquainted with the American customs. The latter is especially true in my school. In the little talks on morals we discuss politeness in the school-room, in the play-ground, and on the street; we talk about unselfishness, bravery, and thrift; and we talk about honesty in our play as well as our work.

Of course, I have to keep reminding the children to brush their teeth, to sew on buttons, to mend their stockings, and to keep their finger-nails clean, and sometimes they are not just as quiet as they might be, but the morning discussions are reminders and are helping the children form the right health habits, and are training them to be careful of their manners.

The Richness of Life

The moments spent in picture study and in health discussion are just as important as the daily lesson in arithmetic or spelling. Much of the happiness, the friendliness, and the comradeship that exists between the pupils and the teacher is due to these daily, friendly discussions. And when I think how important it is to try to make the lives and the characters of the children as beautiful as possible, I am reminded of a verse from "The Sculptor Boy," by George W. Doane:

"Sculptors of life are we as we stand
With our lives incarved before us,
Waiting the hour when at God's command
Our life dream passes o'er us.
Let us carve that dream on the yielding stone,
With many a sharp incision
Its heavenly beauty shall be our own,
Our lives that angel's vision."

WHAT SONOMA COUNTY IS DOING

LOUISE CLARK

County Superintendent of Schools

THE law which created rural supervision aims to give children in the country educational opportunities comparable to those which city children receive. Sonoma County hopes to accomplish much for these rural children. The county has the following supervisors: Agricultural, Americanization and Physical Education, Supervisor of Attendance, three General Supervisors, and a Director of research. This staff helps the teacher with her problems right in her school room.

Sonoma County is larger than Rhode Island. The Coast Range divides the county into several valleys—Sonoma, Petaluma, Santa Rosa, Cloverdale, and the Russian River. Over half the county is mountains and hills. Ninety-seven of the 144 rural schools have but one room.

Agriculture

Sonoma County is eighth in the United States in the total value of its farm products and live stock. An Agriculture Supervisor is a very essential person in such a county. He works in co-operation with the Farm Bureau.

When this Supervisor began work last year, he found less than a half dozen teachers in the entire county giving instruction in agriculture or trying in an organized way to correlate their school work with the pupils' home life.

Two contests identifying apple varieties were held in twelve schools. The pupils in each school formed committees to take charge of the preliminary arrangements. They secured samples of the

desired varieties from ranches, arranged these in a suitable place outside the class-room and for two weeks competed with each other in noting characteristics by which to identify the different varieties. After the two weeks of preparation they selected a team of three from each school to contest with similar teams from other schools. County-wide contests will be held next fall in identifying apple and grape varieties.

Two contests were also held in all schools, in collecting and identifying injurious and beneficial insects. This Spring, several schools have begun contests in home gardens. Ten schools have begun school gardens and school yard beautification. Forty-five boys and girls in our grammar schools are already enrolled in Elementary Agriculture Clubs. They represent 20 schools in widely scattered parts of the county.

Live Stock

Thirty of these boys and girls own and are raising grade heifer calves. These calves are of known butterfat production and from purebred bulls. Ten of these grammar school children have bought day-old chicks from trapnested stock that has a yearly egg production of 200 eggs or better. Twenty-seven high school boys have also taken advantage of this opportunity to secure exceptionally fine stock. Most of the members are intending to use the pullets as foundation for their future flocks but they will sell their cockerels at three-quarter months of age to the hatcheries for use in next year's flocks.

A number of these boys and girls who could not well arrange to keep a flock permanently have contracts with the Pioneer Hatchery in Petaluma, whereby the club members buy the day-old chicks from the hatchery in March and then the hatchery in turn buys the cockerels and pullets from the members in June.

Five grammar school boys have organized a contest in the production of fruit and have begun the care and management of half an acre of orchard.

NEW YORK CITY SCHOOL SURVEY

A "CO-OPERATIVE constructive school survey" has been started by the New York Board of Education. The committee in charge consists of President George J. Ryan and Superintendent William J. O'Shea, who began his six-year term on May 1st. It is called a co-operative constructive survey because the educational and administrative staffs of the school system will be drawn upon for specific and frank analysis of present needs and for constructive suggestions.

For this survey \$50,000 was voted last year by the Board of Estimate and Apportionment. The specialists who have already been announced are Supt. Hartwell of Buffalo, Supt. Holmes of Mt. Vernon, Professor Jordan of Cornell University's school of education, A. L. Weeks, specialist in school-building efficiency, and Dean Withers of the New York University school of education. The Survey Committee's director is H. Allen. Other experienced surveyors from outside New York have consented to assist but their names have not yet been announced as we go to press.

In stating reasons for the Co-operative Constructive School Survey at this time, President Ryan spoke to the Board of Education as follows:

"This Board will spend close to \$800,000,000 for operation and construction during the term of our new superintendent. As we have discovered during our terms of office, it is impossible for unpaid, part-time commissioners, each busy with his own business, to be sure we are doing our best with taxpayers' money, and our best for the city's children, unless we work out methods of securing needed information in advance of important decisions and unless we also secure impartial reports upon actions taken.

"With our present superintendent co-operating, we are now in position to take that inventory of our business methods which we have long seen was needed, so as to learn at what points, if any, we can get better results for the enormous sums we are spending. Together we intend to work out a method of getting information for ourselves, month by month, so that this board and its superintendent shall always be able to base our answers to the board of estimate and the public upon careful analysis."

SURVEY OF CALIFORNIA ELEMENTARY SCHOOLS

THE Commonwealth Fund of New York City has granted \$18,000 to Superintendent Will C. Wood for the purpose of conducting an investigation of the course of study of the elementary schools, with a view to: (a) The reorganization of the subjects of study now required by law to be taught in the elementary schools; (b) the elimination of non-essentials in all subjects; (c) the re-grading of subject matter in all subjects, according to the capabilities of the pupils.

Two committees have been appointed.

The Research Committee consists of:

Dean W. W. Kemp, School of Education, University of California.
Dean E. P. Cubberley, School of Education, Stanford University.
Dr. B. M. Woods, Asst.-to President, University of California.

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CALIFORNIA CONGRESS of PARENTS *and* TEACHERS

[OFFICIAL DEPARTMENT]

THE STATE CONVENTION

MRS. HUGH BRADFORD, President

THE 1924 convention of the California Congress of Mothers and P. T. A. was the largest ever held by the organization. There were 1154 registered delegates; each session had several hundred visitors. Much of the enthusiasm was due to fact that our National President was with us and also because that we are growing rapidly in numbers. Mrs. A. H. Reeve, the first National President to visit us during a convention, brought our delegates splendid messages as to the ideals and practical methods of carrying out our work. The state is rapidly being educated to the idea that we must not be local in our point of view, but must have the larger vision of National service.

Pasadena Federation, through its President, Mrs. Albert Deike, extended its welcome to the delegates and was joined by the educational and civic representatives as well as by the District President, Mrs. Shelton Bissell. Our First National Vice-President, Mrs. Edgar De Arman, responded. Judge Edgar Hahn spoke on Juvenile Protection, urging a sympathy for delinquents and stating that few boys who have been pals with their fathers have ever been in Juvenile Courts. He emphasized the responsibility of the home and urged greater respect for and compliance with the law on the part of the parents.

Training for Parenthood

Mrs. Reeve followed with another phase of our work—that of training for parenthood. We must make every effort to train ourselves for our great duty. We can expect in our future citizens only that which we find in the home. In her second address, Mrs. Reeve gave us some of the new National policies and programs for work. *California has highest percentage of men in the organization.*

Following the dinner given by the State Board to Mrs. Reeve, the six hundred guests and many others listened to a musical program and two addresses. Dr. Raymond Brooke, of Pomona College, in his talk on the "Spiritual Education of the Child," named three universal instincts, love, jus-

tice and reverence, which should be assisted in developing. The spiritual life is personal, and must have its beginnings within the individual.

Miss Madeline Ververka, of the Southern Branch of the University of California, made an earnest plea for a careful, considerate and intelligent training of the young child. Mother and father must train the emotional life of the child.

Frontiers of Education

State Superintendent Will C. Wood spoke on the Frontiers of Education and of California's social frontiers; the problems of the educational sector which concerned us were those of child labor, child welfare, and an adjustment of the courses of study to present needs.

Dr. Herbert Stolz, on Physical Education, gave a splendid program of service for children. Sanitation, adequate nursing service in schools, training for health habits, and information about the body, were to be used as part of our practical work in the P. T. A.

The special instruction given during one morning was most valuable. Parliamentary procedure, program planning, financing and general suggestions were given; questions of general interest were asked and answered.

Amending the Constitution

Two new amendments were made to the constitution—one making Pre-School and High School departments part of our work; the other changing the manner of representation on the state board so that the Tenth District might have same form as other districts. These were unanimously adopted.

All state officers and all district presidents were in attendance—most of the federations sent both their incoming and outgoing presidents. The idea of convention values is being realized.

Splendid Spirit

The spirit of the convention was splendid. There were no "unhappy" delegates, no big "stories" for the press as to how the delegates wrangled. In fact the only discussion was on the resolution favoring a law that would allow the Bible to be read without comment in the public schools. There

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FROM THE FIELD



[In this column there will appear from month to month, as may seem called for, brief notes or queries from teachers—concise, helpful personal expressions of valuation and judgment, upon local or state educational affairs of general interest.]

Evolution

MR. A. H. CHAMBERLAIN

My dear Sir:

I note that there is to be made an effort to cast out books teaching evolution, at the next meeting of the State Board of Education.

Having taught a number of years in the public schools of several states and as a father and patron of the schools and as a progressive human, I am more deeply interested in the educational welfare of the youth than in any other matter. I feel that such an attempt is little less than an outrage and an insult to common intelligence. Not knowing the views of the present board, and knowing the political influences of the opposition, I am asking in behalf of the teachers to prevent any such action.

I am mailing herewith a copy of a protest I am sending to the Superintendent and the Board. If by chance my protest is ignored, would you kindly let me know of such fact. Please excuse my enthusiasm but I feel it is time for action.

Most respectfully yours,

J. EDGAR DILL.

La Jolla, California.

Excerpts from Letter

MR. WILL C. WOOD, and The Honorable State Board of Education,

Sacramento, Calif.

Dear Sir and Gentlemen:

I note by the news items that at the next meeting of the State Board of Education there is to be an effort made by certain individuals representing certain interests in the State, to cause to be discontinued the use of books in the schools of California which teach or bear on the subject of evolution, and thereby prevent the teaching of this subject in the public schools of the state.

Such action on the part of your honorable Board would not be in the best interests of the people of the state at large. Such action would not be in keeping with the spirit of progress and advancement for which this state is so widely and favorably known, and of which we are so justly proud. Such action on your part would be little less than calamitous to the fundamentals of our free school system and the basic principles of education. I beg herewith, as a tax-paying patron of the schools of this state, and as a lay citizen, to enter my conscientious protest against any such action on the part of your honorable Board.

It is only necessary to take a slight view of the struggle science and education has had and to note its chief opponents to verify this assertion. It is far too voluminous to survey. I only wish to call your attention that in 1832 a group of men in Lancaster, Ohio, asked the school board for the use of the school house in which to hold a meeting to promote a railroad in the vicinity. The Board answered by letter as follows:

"You are at liberty to use the schoolhouse to hold meetings for all proper purposes. But railroad and tele-

graphs are impossible and rank infidelity. If God had intended His intelligent creatures should travel at the frightful speed of sixteen miles an hour, He would clearly have foretold it in the Holy Prophets. It is a device of Satan to lead immortal souls down to Hell."

Man has not yet evolved any completely satisfactory form of social life. This being true, we need not expect to find it by retracing our steps. Let us not face about. Lot's wife tried it and has made no progress since.

As I visualize this hearing before your honorable Board I see the vast aggregation of trusting carefree children of the schools of the state silently imploring you for the educational opportunities which you and their parents have had. On the other hand, we see some well groomed and highly polished gentlemen in well chosen though illogical verbiage, assuring your honorable body that these children should not be permitted to attain to the heights of education which they and you were privileged to reach while nine out of ten of your constituency are not even aware that such a hearing is being held. I have received no call to express my views at your hearing which is every citizen's undisputed right.

The only apparent argument advanced against the teachings of evolution which is grounded in probable fact, is that it tends to discredit certain teachings of the Bible. But as this book has been repeatedly changed from time to time and has suffered no material loss, it is plain to see that it, too, is not immune to the all inclusive laws of evolution.

Those having authority over the educational interests of the state should not be concerned with consequences, as regards teachings which may affect beliefs or creeds. Such considerations are outside the authority delegated to them by law and are matters wholly within the pales of the home and the church.

Feeling confident that having placed the educational interests of the state on a pedestal of such notable height that it stands today as a beacon light in the brightest constellation of the free schools of the nation, you will not take a step backwards in the dark. Let it be known to the world that California has erected a permanent monument to the eternal truths in nature.

Most respectfully submitted,

July 28, 1924.

J. EDGAR DILL.

Tenure

Cecilville, Siskiyou Co., Calif.

EDITOR of the Sierra Educational News,
San Francisco, Calif.

Dear Sir:

Inasmuch as the present system of tenure for rural teachers establishes much injustice and promotes the general disorder, it is urgent that legislation be early set in motion to improve it. And as the *News* is truly democratic and American, it is an appropriate organ to arouse honest consideration of the matter.

No other class of public workers are so meanly treated in the United States today, in the matter of tenure, as rural teachers. This tenure is set going by a wretched sentence in the School Law and preserved by a perfectly lethargic public.

The absurdity is well set forth in the phrase, "the annual overturn of teachers." The overturn amounts to about 75 per cent. Is anybody doing anything about it? If he is, what is he doing?

One Year Term

Rural teachers are elected every year, and there are hundreds of cases of teachers being elected to the same position, ten, twenty, thirty times. While the superintendent is elected for a four-year term, many of his assistants are elected four times during that period. If a one-year term is good for the teacher, why should it not also be good for the superintendent, the congressman, the governor, the president, the financial monarch?

Trustees are not required to have any reason at all for changing teachers every year. This inane "privilege" is in harmony with the original legislation; for if they were obliged to have a substantial reason, the annual election would become obsolete, as they ought now to be.

Here are some samples of reasons, generally made public by trustees, for "changing teachers":

1. "She belongs to the _____ church, while the folks around here are mostly _____."
2. "She declines to attend our Sunday school."
3. "She got married without consulting the trustees."
4. "We don't like her complexion."
5. "She studies socialism."
6. "She doesn't visit enough."
7. "The Joneses are kickin' about her."
8. "She 'tached' the children to sing 'Star-Spangled Banner.'"
9. "She isn't 'at one' with the young criminals in her school."
10. "The clerk is mad at her."
11. "She's too strict."
12. "She aint strict enough."
13. "She's too young."
14. "She's too old."
15. "It's our privilege to change."

If any considerable number of rural teachers had sufficient moral courage to tell the truth from their own experiences with trustees, such a collection of reasons could be enlarged quickly into a museum of natural curiosities.

Investigation Needed

The self-satisfied "educator" who spends eighteen years in one placid position, needs to investigate this large problem. It is not being "handled" either intelligently or honestly. Neither the teachers nor the schools get anything like a "square deal" under the present turbulence, which has been going on since ever there was a public school. Trustees openly and habitually violate the most sacred rights of teachers, and nobody protests. Bullying is perfectly respectable. More than that, it is entertaining and therefore must continue!

Let the *News* and the apostles of justice and progress immediately formulate a bill for enactment in 1924.

Sincerely yours,

CARL F. ANDERSON.

P. S.—Since four-year terms are a sort of American institution, and are democratic, honest and reasonable, let the four-year term be arranged for all teachers. Certainly any teacher who would not meet the requirements of the law could be quickly removed, just as a superintendent or a governor who would not meet those requirements also could be removed.

The discrimination in terms is a species of class legislation that flatly violates the principles of our very preamble

C. F. A.

WHY NOT AMERICAN SONGS?

TELL me, Mr. Educator, what's the use of all this Americanism in our public schools, when on that night of all "glad" nights, Commencement Night, the program begins with "Oh, Italia, My Beloved." Can you beat it? No!!

Were there no American songs inspiring enough for such an occasion? Could there be sweeter music to an American audience, think you, than the voices of our American boys and girls, singing with spirit and patriotic enthusiasm our American anthem?

Can you imagine anything more ridiculous than a class, Commencement Night, in either Germany, France or Italy, singing, "America the Beautiful," "My Own United States," or "California, I Love You?" Never!!

Can you picture an English audience on a similar occasion listening to their boys and girls sing the "Star-Spangled Banner?" Not on your life! Then why in the name of "Old Glory," must an American audience, on Commencement Night, be inflicted with "Oh, Italia, My Beloved?"

Ten years, the best of a child's life, in American schools under American (?) instructors, and this is the result—"Oh, Italia, My Beloved." Ye Gods! "What shall the harvest be?" Where is the prophet that shall dare prophesy?

Can it be possible that we are using our American schools to Americanize European and Europeanize Americans? If so, then am I forced to applaud the little brown man who said, "America, heep fool."

Yours for the cause,

MISS LAURA J. FRANKS,

Teacher La Porte School,
La Porte, California.

CONSTITUTION WEEK

THE citizenship committee of the American Bar Association is urging citizens generally to participate in the celebration of Constitution Week, September 14-20. The people have been deeply aroused during the last year to the importance of the study of the basic laws of our land, and our committee is desirous that the observance of Constitution Week this year shall be even more general than it was last. We are especially anxious to enlist the schools in this celebration, and since September 15 is the date set for opening most of the schools, it will be necessary that preparations for Constitution Week be made in advance of the beginning of the school term.

We desire the active co-operation of the Parent-Teacher Association, civic organizations, churches, clubs and societies throughout the United States.

Very sincerely yours,

Committee on American Citizenship,
American Bar Association,

R. E. S. SANER,
Chairman.

SEWING EXHIBIT

THE members of the sewing class of the Point Arena Union High School have held their second semi-annual exhibit in the High School building. There are 24 girls in the class, and their display included 40 dresses, 28 gowns, 24 aprons, 16 blouses, 12 slips, 10 step-ins, 6 vests, 6 camisoles, 3 jackets, 2 combing jackets, 10 guest towels, 8 tea towels, 8 pillow slips, 4 curtains, 8 embroidered table runners, 2 luncheon sets, and a number of caps, bags, table mats and pillow tops.

CALIFORNIA EDUCATIONAL MEETINGS

NORTHERN Section: Certain Counties only in Joint Institute—October 20, 21, 22.

North Coast Section: Week beginning September 22.

Bay Section: December 15 to 18, inclusive.

Central Section: November 24, 25, 26.

Central Coast Section: December 15 to 18, inclusive.

Southern Section: December 15 to 19, inclusive.

The annual Convention of California City and County Public School Superintendents will be held during the week of September 28, according to announcement by the State Superintendent. The place of meeting will be announced later.

Under its present by-laws, the Northern Section meets in biennial session only. There is to be no meeting of the Northern Section in 1924, but a number of counties in the Section will hold joint Institute at Chico on October 20, 21, 22. These counties, meeting under general direction of Miss Mamie B. Lang, County Superintendent of Tehama, are: Butte, Plumas, Shasta, Sutter, Tehama and Yuba. It has been decided by the Superintendents of these counties that work planned for the elementary field shall cover standard tests and measurements, reading and a health program. The program for the High School Section will be in charge of Commissioner Olney. Superintendent Wood will open the Convention. Others who are likely to appear on the program are Superintendent Hunter of Oakland, Commissioner Grace C. Stanley and Dr. Stoltz. On Tuesday, the 21st, counties will hold local Institutes.

The Bay Section meeting, December 15 to 18 inclusive, will hold all general sessions in the San Francisco Auditorium, the Section meetings to be held partly in Oakland and partly in San Francisco. The Sections will be divided into two equal groups, meeting on either side of the Bay, these groups to alternate in the 1925 meeting. Several counties will meet at the Bay, including Alameda, San Francisco City and County, Stanislaus, San Mateo and Sonoma. Certain other counties in the Section will hold individual Institutes at the same time and speakers will be sent out to these counties. Of the speakers already secured there will probably appear Dr. George D. Strayer, Teachers' College, Columbia University; Miss Florence E. Hale, Rural School Specialist, and Deputy Superintendent of Maine, and others not yet determined upon. Marin County holds institute in connection with other Bay Counties at San Francisco and Oakland.

North Coast Section will meet at Ukiah the week of September 22nd. It is expected that Lake County teachers will this year join the teachers of other North Coast counties in the annual Association meeting.

Central Section will be convened at Fresno, November 24, 25 and 26. A number of counties will, as heretofore, join in the meeting, while other counties and cities will hold sessions at the same time and will co-operate in the matter of speakers.

Central Coast Section meeting December 15 to 18 at Santa Cruz. Effort will be made to utilize certain of the speakers appearing at the Bay or Southern Sections. Santa Clara may be listed as "probably will meet."

The meeting of the Southern Section at Los Angeles promises to be of unusual significance. It is probable that the counties of Imperial, Los Angeles, San Bernardino,

San Diego, Santa Barbara and Ventura will hold their Institute sessions the week of December 15-19. Orange County will probably this year unite in sending her teachers to the session in Los Angeles. The plan formerly followed will be carried out, namely, separate Institutes in each of the counties the first days of the week, with all counties centering at Los Angeles the last two days of the week. Speakers will probably be sent to San Diego County so that their session will be held at home, as will that of Inyo County. Of the speakers already signed up it is understood, are Miss Florence E. Hale and President Henry M. Suzzallo.

The Section officers are:

Mary F. Mooney, President *Bay Section*, 251 Missouri St., San Francisco.

E. G. Gridley, Secretary-Treasurer, *Bay Section*, 312 Bacon Bldg., Oakland.

L. E. Chenoweth, President, *Central Section*, County Superintendent of Schools, Bakersfield.

Meta N. Footman, Secretary, *Central Section*, County Superintendent of Schools, Madera.

Louis P. Linn, Financial Secretary, *Central Section*, Washington Union High School, Rt. F., Box 81, Fresno.

Miss Catherine U. Gray, President, *Central Coast Section*, County Superintendent of Schools, Hollister.

T. S. MacQuiddy, Secretary, *Central Coast Section*, Principal High School, Watsonville.

J. H. Graves, Treasurer, *Central Coast Section*, Superintendent Monterey Grammar Schools, Monterey.

Charles C. Hughes, President, *Northern Section*, corner 21st and L Sts., Sacramento.

Leo A. Wadsworth, Secretary, *Northern Section*, Sutter City.

J. D. Sweeney, Treasurer, *Northern Section*, Red Bluff.

J. S. Cotton, President, *North Coast Section*, Principal H. S., Fort Bragg.

Miss Shirley A. Perry, Secretary, *North Coast Section*, 534 Dora Ave., Ukiah.

Paul E. Stewart, President, *Southern Section*, Superintendent City Schools, Santa Barbara.

F. L. Thurston, Executive Secretary, *Southern Section*, 525 Van Nuys Building, Los Angeles.

H. T. Clifton, Treasurer, *Southern Section*, Registrar Pasadena H. S., Pasadena.

A GREAT SEER GOES

The death of Dr. Frederic Burk, for many years President of the San Francisco State Teachers' College, marks the passing of another of the great educational pioneers of the West. Dr. Burk was an untiring worker; his vigorous thinking ran decades ahead of his time.

In a subsequent issue of the Sierra it is planned to present a comprehensive account of his distinctive contributions to educational philosophy and practice.



EDUCATIONAL LITERATURE

THE FIGHT AGAINST ALCOHOL

WORLDWIDE PROGRESS TOWARD PROHIBITION LEGISLATION, is an illuminating pamphlet by Dr. Ernest H. Cherrington, general secretary of the World League against alcoholism. Dr. Cherrington declares in the concluding paragraphs of this excellent 19-page brochure that modern, national and international success in matters of health, sanitation, international travel, international banking, international commerce, and in international moral and religious movements, are rapidly paving the way for international prohibitory legislation, provided that the experiment in the United States of America proves successful.

"Twenty-five years ago, approximately 17 per cent of the land area and 16 per cent of the population of this nation were under state-wide prohibition. Today, approximately the same proportion of the land area and the population of the world are under national prohibition. If it has been possible, during the last twenty-five years, without chart or compass, for the policy of prohibition to become a great national constitutional provision in America, it is unreasonable to believe, assuming a successful experiment in America, that, with the example and experience of one of the greatest nations of the world to indicate the value and tendency of prohibition, such a policy, world-wide in its scope, may become a reality within the next quarter of a century?"

OUR FLAG

THE National American Commission of the American Legion has prepared a bulletin containing the Flag Code, recommended by the American Legion and other patriotic organizations. The bulletin tells how the flag should be displayed on various occasions, discusses the proper use of bunting, and how the flag should be saluted. It also contains an appeal to respect the flag, the history of the flag and other material of patriotic nature.

State Superintendent Will C. Wood recommends that in all civic courses this bulletin be utilized, making its material part of the content of instruction in this state. He has asked the commission to send copies of the bulletin to all county and city superintendents.

An Introduction to Education. By George Willard Fraser and Winfield D. Armentrout. 274 p. il. Scott, Foresman & Co. 1924. \$1.60.

A movement in recent years of special merit has been the development of *general* courses, of a survey character, and prefacing specialized courses. Science, mathematics, and literature now have such courses. Fraser and Armentrout have devised a survey course preliminary to all other courses in departments of education. It is characterized by broad scope, simplicity, helpful organization, stimulation to further study, and serves as an introduction to the profession.

The five sections of this notable text are grouped about,—the teacher, the child, the teaching process, organization and curriculum, democracy and the public schools. The full-page plates picture ten great American schoolmen,—Dewey, Bagley, Bode, Thorndike, Kilpatrick, McMurray, Terman, Judd, Strayer, Cubberley. One wonders why no eminent women were pictured?

The Jews in the Making of America. By George Cohen. Knights of Columbus Racial Contribution Series. 274 p. Stratford Company. Boston. 1924.

Every American should have an accurate and kindly knowledge of the various peoples who comprise America's population. Cohen has traced, in an admirable manner, the origin and development of the Jewish community in America with special reference to its effect upon the general life of the republic.

Beginning with the Jewish participation in the discovery of America, it depicts the early influence of the Jews upon the spiritual foundations of America, upon the republican ideals, and upon its Puritan foundations.

The volume contains a general survey of the Jew in the various domains of American line, the literary, the musical, the scientific and the religious. A special chapter is devoted to the Jew in the American theater, while a statistical supplement gives the number, the rate of growth and the distribution of Jewry in America.

Supplement to the New World. Problems in Political Geography. By Isalah Bowman. Paper covers. 112 p. il. World Book Co. 1924. 50 cents.

When "The New World" appeared two years ago it was acclaimed as a monumental work. Since then there have been so many important developments in political geography that Dr. Bowman (who is director of the American Geographical Society for New York), has prepared a new supplement and notes. These bring the account up to date.

This supplement deals with "The Situation of the United States," with copious notes upon foreign matters. It is a valuable pamphlet for all who endeavor to keep in close touch with world affairs.

Japanese Fairy Tales. By Lafcadio Hearn and others. 132 p., colored plates. Boni and Liveright. 1924.

A charming volume, with lovely illustrations in the Oriental style, and a good selection of well-told tales. Supplementary reading of this sort is greatly needed in schools throughout America, especially in rural districts. Children love fairyland,—the whimsies and fancies of the moonlight,—and it is the same moonlight in Japan as in America. The publishers have done a real favor to children in making available to them some of the inimitable stories of that wistful soul, Lafcadio Hearn.

How the World Grows Smaller. By Daniel J. Beebe and Dorothea Beebe. 293 p. il. Charles E. Merrill Company. 1924.

The Community-Life History Series is initiated by this attractive and readable book. Its objective is to give the pupils of the middle elementary grades an appreciation of the social and economic value of the means of travel and communication which mankind uses today. The lessons are written in story form, and from the child's viewpoint. Each chapter has numerous crisp pictures and closes with a section entitled, "Things to Talk About in Class." Mr. Beebe is principal of the Oglesby Public School, Chicago. Volume 1 is an auspicious beginning of what should be a high-grade series of supplementary readers.

An About-Face in Education. A primer interpretation of some educational principles, with a manual of writing, reading, spelling and arithmetic. By Adella Adams Samuels. Introduction by Grace C. Stanley. 260 p. il. Harr Wagner Publishing Co. 1924.

The State Demonstration School at Cucamonga, California, furnishes the background of this story of modern educational theory and the practices developed from it. Miss Samuels is the director of the school. The State Commissioner of Elementary Education for California, who founded the school, has written the introduction. This illustrated and eminently practical volume belongs with that growing galaxy of prophetic books that point the way to the School of Tomorrow. The about-face is toward the Dawn.

School Bonds. By John Guy Fowlkes. 177 p. il. Bruce Publishing Company. 1924.

Professor Fowlkes, of the University of Wisconsin, has prepared a compact handbook invaluable to all workers in the field of school finance. How can school building programs be financed; what is a school bond; trends in school bonded debt assumed annually; justifying a school bond issue; retiring; marketing and recording school bonds; functions of State departments in issuing bonds,—these chapter headings will indicate the practical nature of the treatise.

The appendices include definition of terms; school bonded debt assumed annually in various States, 1902-1921; and an excellent bibliography.

The material is concise, lucid, and conveniently arranged for quick reference. Each chapter has a brief Summary. School administrators everywhere will find Fowlkes' book of much use.

Child Accounting. A discussion of the general principles underlying educational child accounting, together with the development of a uniform procedure. By Arthur E. Moehlman. 205 p. il. Issued by Courtis Standard Tests. Freeman Bros. Press, Detroit. 1924.

In 1919 Detroit completely reorganized its child accounting records. This was the start of a long and interesting study of this group of problems in Detroit and in the State of Michigan. Moehlman's substantial book is one of the most valuable products of those investigations. It will take rank as an authority in its field.

The schoolmen of fifty years ago left behind them only meager and fragmentary records of their children. School "kept," children came and went, from and into the unknown. The gigantic strides of modern science,—with its resultant demands for accuracy and completeness of record, (reflected in business "efficiency"),—have lifted the school from its Arcadian simplicity. The modern school must meet the same rigorous requirements of science as does modern business. Children must be accounted for, not only in the gross, but in minute particularity.

Furthermore, statistics not only "account" for the child; they also provide a basis for the appraisal and improvement of instruction. Moehlman's handbook is comprehensive, practical, properly illustrated with graphs and forms, and invaluable to the school administrator.

Student's Account Book. By Jessie Whitacre and Johanna Moen. 26 p. loose-leaf. M. Barrows & Company, Boston. 1924. 75c.

Two teachers in the Agricultural College of Utah have prepared this convenient and well-indexed blank book. It teaches budgeting, accuracy, thrift, and good business management of one's personal affairs. Students need more training of exactly this sort.

Western Forest Trees. By James Berthold Berry. 212 p. il. World Book Company. 1924. \$1.20.

This as a guide to the identification of trees and woods to accompany "Farm Woodlands," a handbook for students, teachers, farmers and woodsmen. It is a worthy member of the New World Agriculture Series, edited by W. J. Spillman. Mr. Berry is county vocational instructor, Pennsylvania State Department of Public Instruction.

We are glad to praise this book upon its excellent arrangement, content, and illustrations. It is eminently satisfactory. All Western teachers of nature study, and other "nature folk," will find Berry's book a handy guide. To Mary E. Eaton and the U. S. Forest Service goes much credit for the illustrations, which are of unusual crispness and identificational value.

This is the sort of book of which school libraries should have generous portion. Our children should have intimate and appreciative knowledge of our rich nature background, of which trees and forests are so important a part.

On Pacific Frontiers. A story of life at sea and in outlying possessions of the United States. By Captain Carl Rydell. Edited by Elmer Green. 267 p. il. World Book Company. 1924. \$1.36.

The delightful Pioneer Life Series, of which this is the latest member, furnishes as a background to the study of American history, interesting and authentic accounts of the men and women who have been, in many decades and climes, the American pioneers.

Captain Rydell, was superintendent of the Philippines Nautical School, sailed with the old-time sea "pirates" and sea-other hunters. He tells stirring tales of adventure in California, Hawaii, Japan, the Philippines, Alaska, and their Pacific lands. There are 74 accurate and lively drawings, and a good map. This is a real boy's book—full of action and adventure, and free from verbiage and fictitious sentimentality. It is virile and savors of the sea.

Africa, Australia, and the Islands of the Pacific. By Nellie B. Allen. 448 p. il. and maps. Ginn & Co. 1924. \$1.12.

Sixth in a delightful series of Geographical and Industrial Studies, this profusely illustrated volume will find a ready reception. It treats of countries which possess singular fascination and rapidly increasing economic importance. Africa is a great commissary for future generations. Australia is one of the great commonwealths of the white men. The Pacific Ocean is a new theater of world civilization. Books which present to school children world view points and world sympathies are to be commended. Miss Allen has accomplished her task in a delightful manner.

"We, the People"; The Constitution of the United States, with comment and explanation. By Alvin M. Higgins. 56 pages. Paper covers. World Book Company. 1924.

This little book is a reprint of the Constitution of the United States, with short paragraphs of explanation intended to make the fundamental instrument of government readable and understandable. The author is a lawyer in active practice, and a member of the New York bar.

Schools have been emphasizing the study of the Constitution, and this book should meet the demand for a copy properly arranged and interpreted for study. It will supplement any textbook on civics or citizenship for either elementary or high school grades.

Laboratory Exercises in Practical Physics to accompany the revised edition of Black and Davies' "Practical Physics." By N. Henry Black. 156 p. il. MacMillan. 1924.

The author's "Laboratory Manual in Physics" was first published ten years ago and is now presented in completely revised and modernized form. The number of experiments has been increased from 50 to 65. Noteworthy are the new introductory paragraphs with each experiment, which show the relationships of the experiment to other parts of the subject and point the significance of the particular experiment at hand.

The pages are large note-book-size, sides punched for loose-leave binder, and well arranged.

Home Economics in Education. By Isabel Bevier. 226 p. Lippincott. 1924.

An admirable series of books on the home and family life has been issued during recent years by Lippincott. The purpose of the latest volume is to consider the development of home economics in relation to the education of women. Miss Bevier, ex-president of the America Home Economic Association, has compactly arranged her materials in three parts,—"the evolution of educational ideals;" (2) "the development of the education of women;" and (3) "the development of home economics." Miss Bevier's book is a helpful contribution to her field.

The Children's Poets. By Walter Barnes. 264 p. World Book Company. 1924. \$1.80.

The contributions of the greatest American and English children's poets are here appraised in a series of essays. It is one of the pioneer studies of this field of literature. Fourteen of the most significant poets who have written for children are discussed at length. Brief analyses of sixteen minor poets are included. Particular attention has been given to the poets who are more representative or who have introduced new notes to enlarge the field of poetry for children.

In addition to the selections interspersed in the discussion for illustrative purposes, a group of additional poems is included at the ends of most of the chapters. These give an added value to the book as a compendium. The bibliography of twenty anthologies of children's poetry with a brief review of each book.

The author writes in a light, free style, and showing an appreciative insight into the child's heart. "The Children's Poets" is a distinctive contribution for all who train and educate children. It was written for the general reader, for parents, for librarians, and specifically for students preparing to teach.

Teaching English in Junior High Schools. By Hattie L. Hawley. 142 p. Houghton Mifflin. 1924. \$1.20.

A study of methods and devices is this little monograph, one of the Riverside Educational Series. Miss Hawley is at the High School of Commerce, Worcester, Mass. Appreciation, expression, and information are her three keywords. She says "no device should be overworked. The more variety a teacher can secure, the greater will be the net result." To use a current and very popular phrase, the work, as laid out by Miss Hawley, is highly "motivated."

The Story Key to Geographic Names. By O. D. Von Engel and Jane M. Urquhardt. 279 p. Appleton. 1924.

A quite unusual kind of book is this; useful, clever, and very well done. A handy book for every school library and for every geography teacher's desk. It has a bright, clear style that makes place-names glow with interest.

Intermediate Music. By Giddings, Earhart, Baldwin, Elbridge W. Newton, Managing Editor. 224 p. il. Ginn & Company. 1924. 84c.

This is the fifth volume of a very fine and delightful "Music Education Series." The preceding volumes are: Songs of Childhood, Introductory Music, Juvenile Music, Elementary Music. The present volume provides a delightful series of songs of high intrinsic musical worth. The selections are from the great masters, as well as from contemporary composers.

At a period in the psychic development of the child, represented by the intermediate grades, the musically trained child seeks to express himself in more elaborate rhythmic combinations, more definite shades of color through chromatics and a larger harmonic experience. These demands are happily met by the present volume.

The Constitution of the United States. A study of the fundamental ideals, principles, and institutions of the American Government. By Raymond Garfield Gettell. 213 p. Ginn. 1924. 80 cents.

Dr. Gettell is professor of political science in the University of California, and is widely known in his field. He has prepared a simple, concise handbook, primarily for use as a text book—high schools, academies, and normal schools. He has emphasized the historical background of the American Constitution, on the ideals underlying American institutions, and on the practical problems of American government.

Each chapter includes references to additional readings and questions for class discussion. The appendices include the Mayflower Pact; the Declaration of Independence; the Constitution; and interesting facts about the United States. The book, attractive and well-balanced in its materials, will meet the California state law which requires the teaching of the Constitution.

The United States as a world power is the concluding topic of this admirable presentation, and in the last sentence of the book Professor Gettell well declares that one of the most difficult tasks which the American people has yet faced is the satisfactory adjustment between democracy and world power.

Farm Accounting. By E. L. Currier, N. J. Lennes and A. S. Merritt. 287 p. il. MacMillan. 1924.

Montana is the home of the authors of this good text. Professor Currier teaches farm management at the State College, Bozeman. Professor Lennes and Merritt teach mathematics at the State University, Missouri. This is an introductory course, for high school or college. The data sets are from Kansas, Iowa, Montana, and New York, so the book is not geographically localized in its usefulness. Special effort has been made to achieve the greatest possible simplicity, economy of time, and effectiveness, in the forms and methods of accounting. A third of the book comprises laboratory work in cost accounting.

Bookkeeping and Accounting. By Harlan E. Read and Charles J. Harvey. 207 p. il. with a set of three blank books. MacMillan. 1924.

These are the latest additions to the Read System of Commercial Texts. Many old ideas about the teaching of bookkeeping have been upset, states Read, by the federal reserve system, which compels bankers to require more frequent statements from their customers, and the income tax law, which requires all citizens with good incomes to keep books correctly. The Read and Harvey text is simple teachable and up-to-date.

Elementary Algebra, first course. By Elmer A. Lyman and Albertus Darnell. 336 p. il. American Book Company. 1924.

A first-year course satisfying the usual state requirements and the College Entrance Examination Board, is this text. Careful correlation with arithmetic and with daily life give the work vitality and interest. Simplicity of method, easy oral exercises, and practical problems are characteristic. The authors are professors of mathematics in Ypsilanti and Detroit, Michigan. Graphic methods of representing statistical data and of solving linear equations have been introduced.

Stanford Achievement Test. By Truman L. Kelley, Giles M. Ruch, and Lewis M. Terman. Manual of Directions for primary and advanced examinations. Sixty-four page pamphlet, paper covers, 30 cents. Arithmetic examination, in two forms; \$1.30 per package of 25, with key and class record. Reading examination, likewise, \$1.40 per package of 25.

These two tests have been published in response to a demand by users of the "combined" Stanford Achievement Test, a widely used battery of tests in the different school subjects. The Arithmetic Examination consists of the arithmetic tests (Tests 4 and 5 of the Advanced Examination) of the Stanford Achievement Test. The Reading Examination consists of the reading tests (Tests 1, 2 and 3 of the Advanced Examination) of the Stanford Achievement Test.

The many persons who have used the Stanford Achievement Test in battery form and those who have not used the test because they wanted to measure in only one subject, will be interested in knowing that the arithmetic and the reading tests of this thoroughly reliable test are now published separately. The sound merit and wide vogue of the Stanford tests require no elaborate exposition on the part of the reviewer.

Fundamentals of House Wiring. By George Willoughby. 67 p. il. Manual Arts Press. 1924. \$1.00.

This practical little handbook has been prepared for teaching purposes. Mr. Willoughby is supervisor of electrical work at the Arthur Hill Trade School and is thoroughly familiar with his field. In six well-indexed chapters, he rapidly covers essential points, including safe installations, service arrangements, cabinets, wiring new buildings, conduit and armored cable work and installation in finished buildings.

Economics for Secondary Schools. By Eugene B. Riley. Under the editorial supervision of Allyn A. Young. 318 p. Houghton Mifflin Company. 1924. \$1.60.

For a number of years a half-year-course in economics has been included in many high school curriculum. In New York City it is a requirement for graduation. Mr. Riley of the Bushwick High School, Brooklyn, New York, has written this book in response to the obvious need for a text. Dr. Young, professor of economics at Harvard University, has supervised the work.

The author has aimed to state the principles of economics so that they may be easily grasped by young pupils. The illustrations and applications are simple and comprehensible to youthful minds. Since the great majority of high-school graduates do not go to college, the text covers rather fully, for high-school pupils, the usual theoretical topics as well as subjects such as banking, the tariff, and the labor problem, which are often treated in separate courses as economic problems.

The Places of English Literature. A literary guide to the British Isles. By Alice T. Bidwell and Isabelle Denison Rosentiel. 228 p. Stratford Co. 1924. \$2.00.

A chronological outline of authors, and alphabetic indices of places, authors, and works, comprise this convenient Nestor. It points out the places in Great Britain in any way connected with English writers and their works.

Soils and Crops. By John H. Gehrs. 444 p. il. MacMillan. 1924.

A companion book to "Live Stock and Farm Mechanics" is this worthy and practical text. Professor Gehrs is head of the department of Agriculture at the State Teachers College, Cape Girardeau, Missouri, and the author of numerous well-prepared texts on teaching agriculture.

Each chapter has excellent laboratory exercises and home projects. The graphs, maps and pictures are unusually good. Although not especially adapted to California, the book is a welcome addition to the newer and better home-texts on agriculture.

Ivanhoe. By Sir Walter Scott. Bart. Abridged for use in junior high school grades. By Elizabeth H. Gordon and Hattie L. Hawley. 469 p. il. MacMillan. 1924.

The difficulty of teaching Ivanhoe to the recently "Americanized" in our polyglot cities that increasing efforts have been made to remove Scott from the high school course in English. An abridged edition removes many of the obstacles and difficult passages. The editors have well-performed a peculiarly hard task.

Roman Tales Retold. By Walter Allison Edwards. 77 p. Scott, Foresman & Company. 1924.

The Los Angeles High School has Mr. Edwards as the head of its classical department. He has prepared a useful and varied grouping of literary materials for second year students. It is offered, not as a substitute for Caesar, but for supplementary reading to add variety and interest to the traditional course. Mr. Edwards has capably simplified and reconstructed the selection, keeping the vocabulary within reasonable compass and yet retaining the stately atmosphere of ancient Rome. The volume comprises eleven selections and a vocabulary.

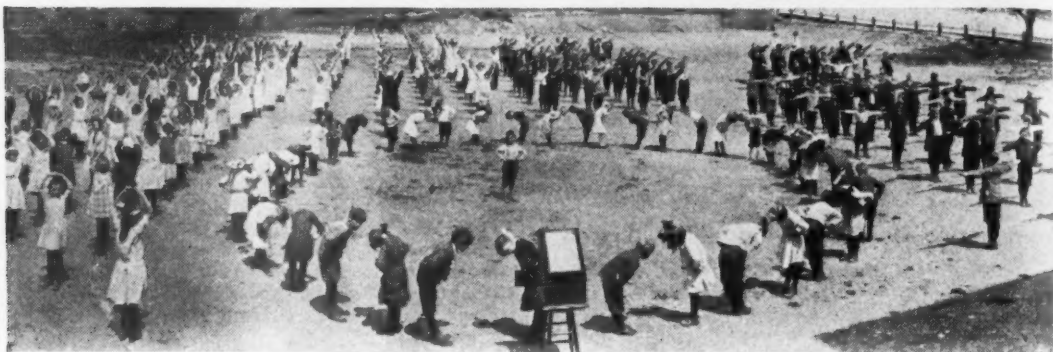
Entrance English Questions. Set by the College Entrance Examination Board, 1901-1903. Compiled for the Board by Winifred Quincy Norton with a foreword by Clark Sutherland Northup. 132 p. Ginn & Co. 1924. \$1.00.

All persons interested in the many problems of Secondary-School teaching of English will find use for this well-arranged compilation. It comprises lists of books for reading and for study; a list of examiners; definite questions on specific books, grouped under-classics in translation, drama, prose, fiction, essays and biography, poetry, oratory; general question; composition; grammar.

The book throws some interesting side-lights on the evolution of the present form of the English examination. "The ideal examination" sagely remarks Mr. Northup, "is a test of all persons concerned; the candidate, the examiner, the reader, and the candidate's teacher, together with the course of study which the candidate has pursued."

Miss Norton's book is a convenient reference work for high school English departments.

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NOTES AND COMMENT



Conserving the Eyesight of the School Child

J. E. Davidson, Chairman Lighting Educational Committee

EDUCATIONAL authorities have long since come to realize that the eyesight of the school child is becoming defective. Pupils in the schools are in greater numbers indicating that their eyesight is not normal. This is usually manifested by the child in a complaint that the figures on the blackboard cannot be seen.

In the olden days, the remedy for this difficulty was taken by the teacher by placing the near-sighted pupils in the front of the room and the far-sighted pupils in the rear. Now, the pupil is immediately advised to consult an eye specialist.

Statistics show that 25 per cent of the school children of the United States suffer from defective eyesight which is more or less corrected by glasses. Figures further show that this defective vision is due, partially at least, to improper light in the home. Pupils are given a certain amount of homework to do and they naturally take this home to do at night.

In the past, very little thought has been given to the lighting of the home. Modern schools are built and the problem of proper lighting is usually solved.

Inasmuch as a great number of the homes of this country are lighted by electricity, the electrical interests have taken it upon themselves to endeavor to solve the problem of defective vision on account of improper lighting in the home. A committee has been formed, known among electrical men, as The Lighting Educational Committee, whose purpose is to organize a better home lighting activity.

This is being done this fall by means of an International Home Lighting Contest among the school children of the country, by which it is hoped to teach the elements of better lighting in the home.

Therefore, Home Lighting Contests are being organized in every principal hamlet, town and city in the United States and Canada by the electrical men of that town. School children, ten years of age or older, can enter the contest by obtaining from the electrical committee in the town, a Home Lighting Primer. This Home Lighting Primer, besides giving the rules of the contest, describes the fundamentals of lighting. It tells the effect of not enough light—gloom, and too much light—glare. In the primer are a number of pictures of rooms of an ordinary home. The school boy or girl has to cut out fixtures from another place in the book and paste them in their proper places in the rooms. Then he must visit the homes of two of his friends and report in the primer the result of his inspection. Next, he must write a 600-word essay on how to light his own home properly.

Then the primer with the essay is to be handed to the local judges who will be school authorities and prominent persons of the town. These judges award local prizes, which are fixed by the local committee. Then a certain number of the winners, dependent on the population of the town, have their contributions of primer and essay sent to New York, where they are entered into the international contest, together with the winners from all over the United States and Canada.

The essays and primers are then considered by the following national judges:

Franklin T. Griffith, President N. E. L. A.

William McAndrew, Superintendent of Schools, Chicago, Illinois.

Mrs. William Brown Meloney, Editor The Delineator.

B. C. Forbes, Editor Forbes Magazine.

Miss Sarah L. Rhodes, Principal P. S. 28, Brooklyn, New York.

The following prizes are awarded by these judges:

First Prize—\$15,000 Model Electrical Home (to be built on lot provided by winner).

Two Second Prizes, one boy, one girl—\$1200 Scholarship in American or Canadian College or University.

Two Third Prizes, one boy, one girl—\$600 scholarship in American or Canadian College or University.

Two Fourth Prizes, one boy, one girl—\$600 scholarship in American or Canadian College or University.

Two Fifth Prizes, one boy, one girl—\$300 scholarship in American or Canadian College or University.

Two Sixth Prizes, one boy, one girl—\$300 scholarship in American or Canadian College or University.

This contest, although wholly educational, is designed so that it will not involve any time of the school teacher. Its aim is to better the eyesight of the school child by educational means and the electrical industry expects the contest to have far-reaching results toward accomplishing this object.

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Carefully planned to meet all the requirements of elementary grades and other schools in which etymologies are not taught. It contains all words found in the school texts generally used, and includes the technical expressions of ordinary business and words used in elementary sciences. The meanings of words are made especially clear by the use of illustrative sentences or phrases and by discriminating synonyms. Inflected forms are given when irregular.

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BASIC PRINCIPLES IN EDUCATION

(Continued from page 489)

Individual Improvement

There are two courses, apparently unrelated but thoroughly consistent with one another, that we can take. The one is represented by the recognition upon the part of each member of our profession that the public attitude toward the profession as a whole, can be positively influenced by the work that he or she does. In many cases, at least, the public estimate of our profession is based upon the opinion which the ubiquitous average citizen holds regarding the individual teachers that he knows and the work that they do. Whatever an individual teacher does that commends his or her work to the parents of the pupils is a positive gain for our profession. And it is because teachers in increasing numbers and proportions are doing work that does commend itself to the public—it is because of this fact that the prejudice to which I have referred is far less violent than was formerly the case.

Collective Action

But, important as it is, this will not solve the whole problem. It must be complemented, I believe, by collective action on an organized basis. In my opinion the scant consideration which both of the political parties have given to education in their platforms should be the signal on our part for a positive and aggressive stand. Contrasted sharply with the courteous and generous treatment that our representatives have met in Congress is the treatment of quite the other sort that our representatives were accorded in the conventions at Cleveland and New York. At these two conventions, the great questions have been, not what is right and just and best for the broadest and most enduring interests of our country, but how can we placate the minorities that hold the balance of power? Organizations that could be counted on to deliver the vote of these strategic and powerful minorities had no trouble in reading their planks into the platforms, or in suppressing planks that they did not like. The other, and among them our own, had to be satisfied either with insolent rebuffs or with meaningless phrases.

The Lesson of Rebuff

The lesson for us seems tolerably clear. If other groups are willing to disregard party lines, and throw their votes *en masse* to the party that promises to do most to promote the often selfish and almost always minor interests which these groups represent, should there not be a group that will throw its votes *en masse* to the party that promises to do the most for the basic interest of our national

Real Secretaries in Demand

The almost universal use of the term "secretary" has placed an additional obligation on the school. What are we doing to make the training measure up to the term—to make it fit the business man's conception of what it should connote? The answer has been found by the hundreds of schools that have adopted

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Secretarial Studies helps students enter a field of new achievement. It converts the tool subjects of shorthand and type-writing into instruments of broader, more valuable service. It promotes progress.

Secretarial Studies takes up the work in stenographic training where it usually stops—and FINISHES the course. The laboratory problems develop knowledge of business along with technical secretarial skill.

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Adopted by Oakland

NOTE---Tanner's English Composition and Rhetoric, placed on the "State List" last year, is being ordered by many additional schools this fall. San Rafael, Madera, Santa Barbara, Richmond, Berkeley (Miss Head's School) are among the most recent to place introductory orders.

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life—the most unselfish and far-reaching cause that any group can espouse? And should not our profession be the nucleus of this group?

I should remind you that I am not just now speaking for the Editorial Council. I am merely commenting personally on Mr. Morgan's recommendation that the general topic of *professional ethics* be made the center of our group discussions and investigations next year. The questions that I have raised might well, I believe, be considered in this program. The most fundamental issues of professional ethics are those that refer to the relationships between the professional group and the public. Clearly they include in our case the attitude that we should take toward these important elements of the public that are represented by political parties and political leaders.

Professional Ethics

Under our form of government the welfare and progress of our cause depend in no small measure upon these political factors. We are told that it is unethical for us to mingle in the political phases of our social organization. I am wondering whether this ethical tenet is one that has evolved within our own group or one that has been carefully prepared and fed to us, along with other pious platitudes, by those who would have something to lose, if, as a profession, we were to enter the lists.

E. H. Bobbitt Has Been Appointed head of the department of school printing of the San Francisco branch of the American Type Founders Company. He is both practical printer and teacher. During the past year he had charge of the class in printing in the Ethan Allen School, San Francisco. Recently the class visited the headquarters of the company at 500 Howard Street. Here the students were given opportunity to study the great and varied stock of type, machinery and equipment used by the printer in his craft. They were given a welcome and a conversational chat by John S. Pinney, manager of the branch.

For the convenience of the schools of California considering the addition of printing to their courses of study, Mr. Bobbitt has just issued a schedule of a complete school printing outfit suitable for prevocational work. This outfit will cost \$750.00. A more comprehensive outfit with larger press suitable for Junior or Senior High School work will cost complete \$1500.00. Estimates for more elaborate outfits will be given on request. The company carries in stock all sorts of type and equipment suitable for classes in printing. Any information desired will be given promptly by Mr. Bobbitt on writing to him at 500 Howard Street, San Francisco.

Mr. C. A. Wheeler, prominently connected with the High School Teachers' Association of Los Angeles, the California Teachers' Association and the Modern Language Association of Southern California, has been appointed as a member of the Committee of Three Investigators to study foreign language instruction in the United States. Mr. Wheeler has been granted leave of absence for the coming school year and will devote his full time to the researches which are carried on under the National Council of Education with the co-operation of the Carnegie Corporation.

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THE HOME LIGHTING CONTEST

—sponsored and supported by the entire electrical industry is a cooperative educational activity designed to give to the public, through the school children, a better knowledge of the proper use of electric light, and indicate ways in which existing home lighting conditions may be improved. The major result will be less eye trouble and better national health, and in addition better lighted, more beautiful homes. To arouse the interest of the children and direct their attention to the importance of better home lighting, it is presented to them in the form of a contest; and awards are offered which range upward in value to University Scholarships and the prize \$15,000 electrical home.

The Home Lighting Contest does not interfere with regular school work and requires none of teacher's time. It is possible, however, that the children may ask for teacher's help or opinion. Therefore, the electrical people in your city or locality stand ready to furnish full information concerning this great international movement and offer their full cooperation to the end that in future years there will be less eye trouble.



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The primer is the "text book" of the contest, explains it fully, and contains information of value to every child, parent and teacher.

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The
LIGHTING EDUCATIONAL COMMITTEE
680 Fifth Avenue • • • New York, N.Y.

DIGEST OF RESOLUTIONS

(Continued from page 497)

in legislation. Tendency of some States to reduce appropriations for teacher training institutions deplored. Teachers' retirement systems must be improved. No sex discrimination—equal qualification, equal service, equal salary.

Teaching of the Constitution and the History of Public Education

Constitution should be taught in upper grades of elementary schools. Instruction should be given in the history and ideals of our public school system.

Character Education

Responsibility for character building must fall primarily upon the home. Religious education is fundamental. School, home and church are urged to co-operate fully. Boys and girls of high school age must be protected. Moral and social guidance needed. Everything should be done to inspire in our children a love for the sympathy with the children of other nations.

National Conference on Outdoor Recreation
Heartily endorsed.**Literacy Tests**

Reading and writing of English understandably should be a qualification for citizenship and also for voting. All States should have a literacy test administered by educational authorities.

International Relations

The National Education Association is opposed to war except as a means of national defense. We strongly urge that our nation shall take steps to prevent any more wars. We ask that by agreement and co-operation, the American Government shall lead in securing from the civilized world a complete denunciation of war as a means for the settlement of international differences. For this purpose our Government should endeavor to secure the establishment of co-operative tribunals to regulate international relations.

Child-Labor Amendment

Advocate prompt ratification by the States of the Child-Labor Amendment. N. E. A. members urged to make every effort to obtain ratification at earliest possible date.

Narcotic Education Service

U. S. Bureau of Education heartily endorsed for having agreed to establish this service. In the spread of the use of heroin among the youth there is grave peril.

Law Enforcement

We regret that in many communities there has developed a spirit of disregard of laws, especially those dealing with personal conduct. This attitude

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is reacting unfavorably upon the youth of America by causing laxness in respect for and enforcement of law. Teachers everywhere should endeavor to inspire respect for law and should advocate strict enforcement thereof. We refer in particular to National and State laws, forbidding the liquor traffic and the distribution of obscene literature, posters and pictures. This is equally true with regard to the enforcement of laws in many States forbidding the sale of cigarettes to children.

American Education Week

Widest observance urged.

Alaska and Hawaii Territories

Teachers should not be required to pay Federal income tax.

District of Columbia

Congress urged to pass resolution enabling Washington to complete an adequate program of school buildings.

Thanks

Sincere appreciation of courtesy and hospitality.

Motor Transportation of School Children is becoming more prevalent and more highly improved year after year. Safe, comfortable and speedy transportation is now an accomplished fact in many California communities. At the Gonzales Union High School for example, of which Mr. Burk M. Carner is principal, a beautiful new bus has been purchased and recently put into operation. It makes a round trip of 32 miles per day and gathers a total load of between 40 and 50 pupils. The driver also has care of all other school machines, works in the yard and is handy man around the school. His salary is \$1200.00 per year. Mr. Carner states that the bus bought was billed according to specifications of the High School Board and represents the latest word in school bus construction. The doors are automatically controlled by the driver and cannot be opened except by his permission. The coach is equipped with automatic window regulators, a heating system, ventilators and dome lights. The seven seats are covered with real Spanish leather, with 10-inch springs and genuine hair. The floor is laid with battle-ship linoleum. The coach has a low hull which adds to its safety and weighs nearly five tons.

The Collegiate Dictionary, published by G. & C. Merriam Company of Springfield, Massachusetts, has now come into its third edition and contains many improvements and new words. The vocabulary of nearly 100,000 words has been carefully selected. The new International Webster's Collegiate Dictionary, is published in a thin-paper edition de luxe that is light, handy and well printed. The expensive bible paper well combines the qualities of opacity, body, strength, and an excellent printing surface, with the requisite thinness. The result is a convenient volume one-half the bulk of the regular-paper edition, although containing precisely the same matter. The thickness has been reduced to less than an inch and a half and the weight to two and a half pounds. The same corps of scholars that made the larger work have labored to make the Collegiate the most serviceable and satisfying handy-size dictionary published.

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By W. G. Shepherd

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COMMITTEE OF FIFTEEN

(Continued from page 501)

training of commercial teachers. Barnhart praises the work in California and declares that "beyond question the commercial work in California is as good as the best done in the United States. In many ways it is better. The remedy lies in developing leadership, state and local, and in getting facts necessary for constructing a sound, socially efficient program. This program should include a series of surveys to discover the facts about commercial occupations in every type of community, but such a program can be carried out only under the leadership of the State and with the help of every city superintendent and high school principal."

Helpful suggestions on high school problems are collaborated by Merton E. Hill, principal of the Chaffey Union High School and Junior College, Ontario. These suggestions cover a wide range of high school activities.

The report of the Committee of Fifteen concludes with a selected and annotated bibliography on professional literature on education, prepared under the direction of Frank C. Touton, professor of education, University of Southern California. The bibliography occupies 100 pages and is comprehensive.

The Junior High Schools of Richmond, Indiana, believe they have found at last one way to solve the problem of how to approach efficiently the election of a foreign language in the secondary schools. Four years ago they originated and began to teach a course in General Language, with the purpose of revealing to the pupil that his personal connection with language is as vital as any other of his school activities. It has developed into a research course in which the teacher and pupil join forces in real laboratory style.

The general idea, according to Miss Hettie Elliott, instructor, is to surround him with the atmosphere of language in the making, as seen correlative with race evolution. He comes then to realize that it is living and growing, that it is not static but subject to change. His interest moves from the general to the concrete. By the end of the course he is able to arrive at a more or less definite understanding, as to his ability to master a foreign tongue. If a language is decided upon, he knows whether it shall be modern or classical. If no language is elected, he still finds the course has enriched every phase of his future studies in English and kindred courses.

An Excellent School Physical Training Score Card prepared by a National Committee of the Parent-Teachers Association is now widely used. It enables a local P. T. A. to read the health building work in the school. So serviceable has this score card proven that in several states including Texas, Michigan, Missouri, New York and Connecticut copies have been sent to every school. It is the hope of the P. T. A. that during the coming year every school in the United States will be covered.

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In care of THE CALIFORNIA SCHOOL BOOK DEPOSITORY

RURAL EDUCATION

(Continued from page 503)

each district in order to encourage teachers to remain in rural positions.

2. A campaign to begin with the opening of the fall term to encourage the best of our high school students to enter training for the elementary field.

3. The extension of the county free library system so that every county either has a county library or is under contract for service with a county library already established.

4. The organization of correspondence and extension courses for teachers in co-operation with the teachers' colleges and in combination with rural supervision.

5. The use of radio for broadcasting lectures, concerts and lessons given by expert teachers for the benefit of rural schools in the state.

6. The recognition of the rural school as the best field available for experimentation and the desirability of each county's maintaining a demonstration school.

State Board Represented

Mrs. Elizabeth B. Phillips and Mr. S. D. Merks attended the San Francisco conference. Mrs. Carrie Parsons Bryant attended the Los Angeles conference. The presence of members of the State Board indicated the vital interest which is being manifested in the problems of rural education.

Why Does Public Health Lag Years Behind Radio is the question asked by The American Social Hygiene Association. Only three years ago discoveries and improvements in radio were made which already are used by thousands of people. Over 30 years ago discoveries and improvements in public health were made which are not yet used by thousands of people. As a result of this neglect over 1,250,000 persons are housed, fed and cared for every day in the hospitals of the United States. Thousands are needlessly sick. Preventable diseases still mock us. Curable diseases still kill us. The cost in lost manpower must be reckoned in billions of dollars.

Among the worst menaces to our national health are the venereal diseases—widespread, contagious and tragic in consequent misery. For ten years the American Social Hygiene Association has been foremost in the fight against these diseases. The headquarters of the Association are 370 Seventh Avenue, New York City.

Curriculum Making is a process much in vogue during these days of school reorganization. The following references to noteworthy recent books may be a help to those who are working and thinking along this line:

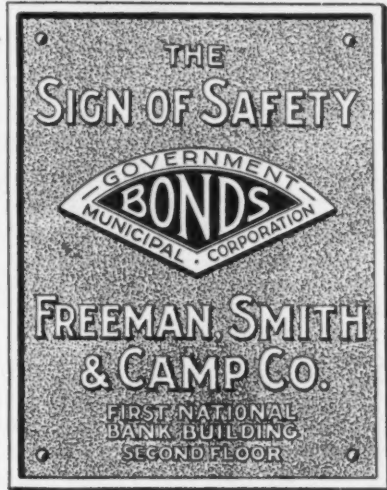
The Elementary School Curriculum, second year book. Department of Superintendence, Washington, 1924.

Bobbitt—How to Make a Curriculum. Houghton Mifflin, 1924.

Bonser—The Elementary School Curriculum. MacMillan, 1923.

Charters—Curriculum Construction, MacMillan, 1923.

McMurray—How to Organize the Curriculum. MacMillan, 1923.



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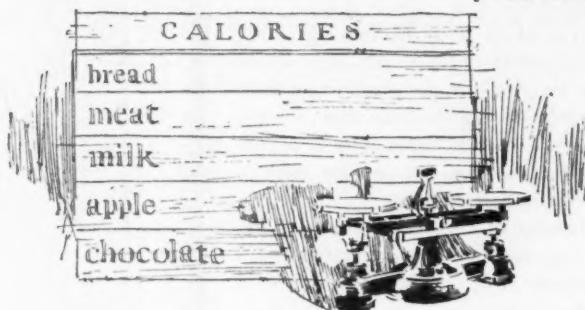
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No. 47—Intermediate, medium point; still action.

Spencerian School Pens

The Story of Chocolate^{*}

[Continued]

By
BARBARA
REID
ROBSON



THE person who habitually takes chocolate is the one who enjoys the most equable and constant health and is least liable to a multitude of illnesses which spoil the enjoyment of life." In such words does Brillot Savarian in "Physilogie du Gout" laud the virtues of chocolate. Whether it is because chocolate actually assists in maintaining good health or because it is most pleasing to the palate, certain it is that the growth of the chocolate industry in the last three centuries has been remarkable.

First as a beverage, then as a sweet-meat, chocolate has steadily worked its way into public favor. Wherever civilized man has explored, traveled or sojourned chocolate bars and candy are known.

Explorers, athletes, soldiers, sailors and others engaged in work or pleasure which entails physical endurance recognize the sustaining power of chocolate. "Men fight like the devil on chocolate," was the picturesque comment of a Brigadier General during the last war. In fact, for many years every soldier in the United States Army was compelled to carry with him for emergency three 1 ounce cubes of chocolate and a wheat preparation. The emergency ration was considered adequate and satisfactory. The only

reason it was discontinued, about 1912, was that in case of war none of the factories could guarantee to turn out the chocolate in sufficient quantities and in short enough time.

"All classes, all ages, all sexes at all times and in all places now eat chocolate because they like it, and not because it is a stimulating and nourishing food." Its use, not only as a beverage, but in confections, etc., is extensive.

Chocolate is valuable as a food and compares favorably in food value with our most staple foods. Here is an interesting calorific contrast:

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White bread	1 lb- 1180
Roast beef (as purchased)	1 lb- 1559
Oatmeal	1 lb- 1811
Sugar	1 lb- 1815

Note: Figures (except for chocolate) from "Chemistry of Food & Nutrition," by Sherman.

In Snyder's "Human Foods" (1916) the official analysis of 163 common foods are given. They include practically everything that people eat, and only three are greater than chocolate in energy-giving power.

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D. Ghirardelli Co., Domestic Science Dept.,
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^{*} Note: This is the fourth of a series of monthly bulletins on the Story of Chocolate written from the teacher's point of view. They are planned to give the teacher, for personal information and possible class work, the essential facts about one of the most interesting and important of foods—chocolate! Because of limited space, only part of each four-page bulletin is printed above. To be sure of having the series complete, we suggest that you fill in and mail the coupon at the right.

AGRICULTURAL EDUCATION

(Continued from page 503)

heroic characters give way to the realities of life. It is the beginning of a constructive period when the urge of wholehearted, purposeful activity and self-expression becomes dominant in his life. Such is the fertile soil in which projects and practical work thrive. Such are the rich opportunities which we are utilizing for agricultural education.

Agricultural projects furnish motives for study and learning because, with most farm boys, the desire to earn, produce, manage and control overcomes distaste for concentrated mental effort. This is incident to success in all practical ventures. Learning is always facilitated by having a definite objective in view, which the boy understands and appreciates. Such learning is conducted in the natural setting of the home project. The home project puts together those elements in learning that naturally go together in doing.

The Importance of the Public Library as an instrument for adult education was recently stressed by Judson T. Jennings, librarian of the Seattle Public Library and president of the American Library Association. After telling of the growing demand for further education of adults and of the importance of widespread education in a democracy, Mr. Jennings said: "The fundamental tool of education is the book. The chief thing our children learn in school is the ability to read. When our students leave school their education has just begun, for education is a life-long process, and it must be acquired largely through reading."

The lack of non-technical, interesting books on many subjects must be filled. "Authors, especially college professors, must stop writing learned treatises for each other and begin to write readable books for the general public." One-half of the people of the United States are without any public library service, according to Mr. Jennings, who urged that strenuous effort be made to provide a library for every community and well-trained librarians for every library.

The California Scholarship Federation is composed of 82 senior high schools, located in 29 different California counties, ranging geographically from Red Bluff to Sweetwater, and including very many of the larger schools of the state. The fourth annual meeting of the Federation will occur on Saturday at 10 a. m., October 11, at the Grand Avenue school, corner of 8th Street and Grand Avenue, Los Angeles. Each member school is entitled to send one faculty delegate. Non-member schools are invited to send visiting delegates. Further information may be obtained by addressing the Secretary, Mr. Charles F. Seymour, Polytechnic High School, Long Beach.

The Galton and Mendel Memorial, marking the 100th anniversary of the births of Francis Galton and Gregor Mendel, is seeking to establish an endowment for the journal "Genetics." This scientific magazine presents a periodical record of investigation bearing on heredity and variation. Persons interested in this field may address Mr. George H. Shull, 60 Jefferson Road, Princeton, N. J.

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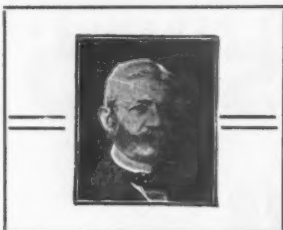
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no obligation.)

Selfish Nationalism, economic imperialism and mili-
tarism must cease, declares the Social Service Bulletin of
the Methodist Federation for Social Service, in a recent
issue. We demand the establishment of the principle that
conscription of wealth and labor must be the counterpart of
any future conscription of human life. As great odium
must be put upon the war profiteer as is put upon the

slacker. The protection of Special Privileges secured by
investors in foreign lands has too often imperiled the
peace of nations. This source of danger must be prevented.
The rights of the smallest nation must be held as sacred
as those of the strongest. "We Hold the Cause of Peace
Dearer Than Party Allegiance, and We Shall Tolerate
No Dilatory or Evasive Attitudes on the Part of Those
Who Represent Us."

Say you saw it in the Sierra Educational News

CALIFORNIA INSTITUTES

(Continued from page 504)

attend with the purpose and intention of finding some suggestions for their own professional betterment. It is then the duty of the program makers to see to it that the institute furnishes not only inspiration but practical suggestions which can be carried over into the classroom.

Progress in the Manufacture of School Desks.

The summer vacation is the logical time in which to install school seating. From the school man's point of view the matter is simple. If a new building is to be fitted with desks or auditorium chairs, then the idea is to have the installation made in time for the opening of school in the fall. But when thousands of schools in every state in the Union operate on the same plan at the same time, the problem of manufacturing and installing these desks becomes nothing short of gigantic.

The largest manufacturer of school seating in this country has solved this problem in a most practical way. It is practical in its economic soundness; in its benefit to the workers engaged in this industry; in its greater service to schools; and in its finer quality of product.

Along about May of each year the company begins to be bombarded with orders. These orders continue in increasing volume through the summer and into the fall, when they dwindle and remain relatively small until the following spring, when school men again begin to buy in great quantities.

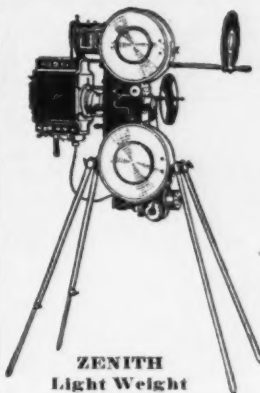
The company was expected to produce between May and October almost a year's supply of school seating. To accomplish this task and still preserve the highest quality of product meant a great waste of men, machinery and overhead.

This situation was, of course, unsound from every point of view. For one thing, as much as fifty per cent of the company's workmen had to be engaged in April and released in November. Skilled workmen were hard to get, as there was nothing to attract a craftsman to this business except the prospect of his being dismissed after a few months of work. Naturally, under such fitful methods of production, school boards were not always able to get their desks on time.

A new plan was evolved, under which each of the company's offices and distributing agents throughout the country estimates in advance the quantity of seating—desks, auditorium chairs, movable desks, etc.—which will be required in its territory during the ensuing period. These estimates are based upon government figures, building permits, and other information. Each office, after making a survey, sends its estimate to the factory. The production manager then schedules his production according to the estimates. In this way the company is enabled to make its desks months in advance of orders. The finished desks are shipped to warehouses throughout the country according to the original estimate of each territory. Thus, when your order is placed with this company, your desks have already been made and are literally on the ground ready to be delivered to you on time.

An important result of this novel plan has been a uniformly higher quality of product due to the fact that desks are made according to a calm and unhurried production schedule rather than in rush fashion after orders are received. The matter of swift and dependable service, of course, has been greatly developed, a disappointment in delivery being a rare exception.

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Address Principal
Riverdale Seminary.

The Seventeenth Annual Christmas Seal Sale is already being planned by the National Tuberculosis Association.

This Society states that there are now 750,000 consumptives and that twice that number of children have been seriously exposed to infection and who can be saved from the disease.

Teachers and others who are especially interested in assisting in the distribution of Christmas seals can secure useful data from the Association at 370 Seventh Avenue, New York City.

Visual Education, a magazine of pictured life for home, school and community, is advancing remarkably in quality and interest. It is the official organ of the Society for National Education and has on its editorial advisory board a group of distinguished school men. The photographic reproductions and charts are excellent and helpful to all teachers who utilize visual materials. A recent issue, for example, features methods of graphing.

Parent Teacher Associations in churches are splendidly reported by Mrs. Frank Everett, National Chairman, in a recent statement. In twenty-four states there are now flourishing associations in churches. The National Association has issued a helpful leaflet on this work.

Say you saw it in the Sierra Educational News

CALIFORNIA SURVEY

(Continued from page 507)

Dr. A. O. Leuschner, University of California.
Grace C. Stanley, Commissioner of Elementary Schools.

Robert H. Lane, Research Dept., Los Angeles Schools.
Virgil Dickson, Research Dept., Oakland Schools.

Clarence L. Phelps, President Santa Barbara State Teachers' College.

Harry B. Wilson, Superintendent Berkeley Schools.

All members of this committee have been engaged in research and together they will assume general direction of the investigation. They, in co-operation with the general committee, will recommend the director who will have direct charge of the investigation.

The general committee will consist of:

Supt. Arthur Walter, Salinas City schools.
Supt. Susan M. Dorsey, Los Angeles City schools.

Supt. Mark Keppel, Los Angeles County.

Supt. Ira C. Landis, Riverside County.

Supt. Mamie B. Lang, Tehama County.

Supt. Fred M. Hunter, Oakland schools.

Supt. J. M. Gwinn, San Francisco schools.

Vice-President F. W. Thomas, Fresno State Teachers' College.

President E. P. Clarke, State Board of Education.

National Picture Week, the great annual Feast of Pictures, will be celebrated this year October 13 to 23. Its observance is for the sake of stimulating appreciation of good pictures, and indicating their importance in beautifying the home and bringing joy to the individual. The celebration of Picture Week is under the auspices of the American Art Bureau, an organization devoted to promotion of art in the school and the home. This association has done much to tell the public of the great variety of excellent reproductions of classic and modern paintings which are available at reasonable prices, and to indicate to home furnishers the place that good pictures have in those homes which express beauty and culture. The work of the American Art Bureau has the endorsement of educators, museums of art, women's clubs and libraries. Its headquarters are at 166 West Jackson Boulevard, Chicago.

Some of the suggestions offered for observing this Feast of Pictures are given here: Select a fine picture each day of the week for study (original or reproduction). Look up material on artist, his time and country, and if a reproduction, the location of the original of this painting. List the fine pictures in the school. Study and discuss them. List the fine pictures in the home and study them.

Select a well known American artist for study for the week. Have a picture exhibit in each room, or in the school. For this, call on local women's clubs to help, and ask the picture dealers of the city to loan framed pictures or have an exhibit in the store. Visit picture galleries or see library collections of prints. Find interesting modern pictures among the reproductions, as well as the familiar masterpieces. Arrange to have a framed picture presented to the school or to each classroom, through the effort of pupils.

Dramatize masterpieces by arranging figure groups to resemble originals. This is good for an entire school to work on. Have written papers and discussions about pictures and their use as part of home furnishing, pictures in books, in schools, the home, art galleries, and in hospitals, clubs and other public buildings. Study the different kinds of print processes, etchings, lithographs, block prints, monotypes, aquatints, mezzotints and others.

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---are time savers, because they weigh and measure large classes of children, efficiently, accurately and quickly. Continental School Scales are designed by scale specialists to meet the needs of the school. They are rapidly becoming a vital part of standard school equipment.

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STATE CONVENTION

(Continued from page 508)

were resolutions reiterating many of the past; the new ones being on aid for crippled children; the establishment of preventoriums for those inclined toward tuberculosis, and the need for special training for children of "borderline" mentality; the need for a law to authorize trustees to spend money for maintenance of cafeterias, and stricter regulation of requirements for drivers of motor vehicles.

Pasadena is to be congratulated on the way it handled the convention. The delegates voted it to be one of the most happy and splendidly conducted state conventions ever held.

Several invitations were extended for the next convention, among them Fresno, Yosemite, San Bernardino. The place is to be later chosen by the state board.

Co-operation

Reports filled a large part of the convention, showing wonderful work done for the homes, schools and communities. County superintendents in many instances have asked for outlines of our work at their institutes and have assisted in the organization of associations. Particularly are the rural schools needing the help of the P. T. A. in carrying out the health and nutrition work, as well as in giving the small schools greater opportunities for an enlarged and enriched curriculum. The rural school P. T. A. is of inestimable value in arousing the community and its responsibilities. Many splendid suggestions were given at the conference along this line.

The delegates have been most profuse in the expression of their satisfaction with the last and largest state convention.

CONVENTION OF NATIONAL CONGRESS OF PARENTS AND TEACHERS

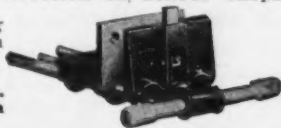
THE most impressive part of the National Convention of Parents and Teachers held at St. Paul was the pageant on Presidents' Day. The morning session opened with the State Presidents entering the convention hall dressed in white, and with the names of the states on ribbons suspended from the shoulder. Each of these thirty-five state presidents carried an unlit candle, and as she approached the stage lit her candle from Mrs. Reeve's torch.

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and to teach parents their responsibilities and how to measure up to them; a force to create higher ideals for its use, to make happier, wiser parents for the next generation.

One of the most significant things of the recent convention was the change of name to that of the National Congress of Parents and Teachers. It is, we believe, a name more vital, since it develops the idea of parents and brings the thought that we are not merely, as one of the educators of Minnesota said, "an organization of mothers and other parents."

While we began as mothers' clubs, the new thought is the larger one and includes all clubs and teachers.

One splendid day was given over to a visit to the university of Minnesota, where Federal Commissioner of Education, Mr. John J. Tigert, opened the meeting. There was a conference on Home Education with many sub-topics. The first topic was called "The Place of the University Extension Service in Co-operation for the Extension of Educational Opportunities," and was led by Prof. Bittner of the University of Indiana. Prof. W. D. Henderson of Michigan and Prof. Price of Minnesota dealt with various angles of university extension, in enlarging and enriching the high school

curriculum, and in reaching out to all ranks and all peoples.

Recreation

An evening was devoted to Recreation as an aid to health, and to improved social standards. Dr. C. Ward Crampton gave his motion pictures on "Playing for Health" and Mr. J. E. Rogers of the Playground and Recreation Association of America gave an address on "Recreation for Young and Old."

One of the most splendid addresses was given by Miss Alma Binzel on "Training for Parenthood." Miss Binzel said that family life can thwart or develop the character and personality of a child; that children should be trained for "group" rather than "individual" living. That men as well as women should be trained for parenthood; that many a home has been ruined because the fathers had not realized their responsibilities.

Many conferences on various phases of the work were held and in these many details were given as to how success had been attained; these conferences being informal and in small groups gave opportunity for questions and discussions of problems that were more local.

The reports from the national chairman and the state presidents not only gave a marvelous im-

pression of accomplishments in the past, but also gave a promise of a future which will be unsurpassed in child welfare work.

Luncheons, dinners and rides gave the opportunity for acquaintance with delegates from other states. The California delegates held a dinner on Sunday evening in honor of the National President, Mrs. A. H. Reeve, and Past National President Mrs. Higgins. California poppies decorated the tables and reminded us that in our home state our fields were bright with poppies tho' snow was falling in St. Paul.

The California branch of the National has the largest state membership; has sold more emblems and magazines than any other state and contributed almost a fourth of the child welfare fund for extension work. To California was given the national chairmanship of magazines. The Child-Welfare Magazine which is our national publication, is edited by the National President, and the executive board in appointing Mrs. Shelton Bissel of San Dimas as chairman has given California an opportunity to increase its distribution.

California will have at the close of this year, July 1st, about 1100 associations, while its memberships will approximate 100,000 members. The largest membership of any district is now held by the First District, Los Angeles County. The largest association of 1000 members is in Pasadena.

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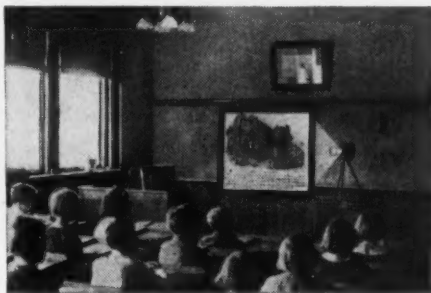
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More Teachers Will Be Needed in the high and normal schools of the Philippines in the spring of 1925, according to a recent announcement made by the Bureau of Insular Affairs, War Department, Washington. Porto Rico needs teachers immediately for upper grades and high schools.

A New College for Women is to be established at Bennington, Vt. In its organization an attempt will be made to economize time and expenses of students. By eliminating long vacations both at Christmas and during the summer the founders hope to help students in three years to meet all the requirements for a regular college degree.

Twenty-nine Courses for Teachers of Immigrants are now conducted in the schools and colleges of New York City. To induce more teachers to engage in the instruction of immigrants a substantial increase in salary is offered those who have had three years' experience and have successfully completed one of the courses now offered as special training for that work.

The Testing Program is the title of a valuable 15-page bulletin issued by the Public School Publishing Company, Bloomington, Illinois. It outlines clearly a co-ordinated testing program and has many practical suggestions for teachers and supervisors concerning the proper use of tests.

Say you saw it in the Sierra Educational News

Digest of Meeting of the State Board of Education, August 4 and 5, 1924

Evolution

FOLLOWING a hearing on the teaching of evolution in the public schools, resolutions were adopted, to wit:

"Whereas, Certain criticisms have been made regarding the presentation of the subject of evolution in certain of the textbooks in use in the high schools and junior high schools of this State, and

"Whereas, It seems desirable that a careful review of this material be made by qualified experts; therefore, be it

"Resolved, That the State Board of Education requests the presidents of the institutions in California accredited for high school certification, as follows: University of California, Stanford University, Mills College, University of Southern California, Occidental College, Pomona College, University of Redlands, College of the Pacific and Dominican College, to review these textbooks and report to this board whether in their judgment there is in any of these textbooks a presentation of the subject on evolution in such a way as to discredit the Bible and to develop in the minds of high school students an attitude of irreverence and atheism.

"Resolved, Further, That the parties who were present at the hearing conducted by this board on August 4, 1924, and all others interested, be given an opportunity to file briefs with this committee."

Delivery of Credentials

Delivery of the State Board of Education credentials shall be made without reference to the applicant's place of residence.

High School Text Books

Lists of high school texts in Mathematics, Science, French, Civics, Latin, English, Spanish, were approved.

The next meeting of the Board will be regular quarterly session October 6, 1924.

California School Administration and Supervision Credentials

THE State office at Sacramento has issued an important special Bulletin (No. 3 series 1924-25) dealing with the new credential. The following is a summary of some of the more important points in that bulletin:

Some time ago the Attorney-General ruled that no credential whatever was required in California for the holding of a superintendency or principalship. Not even a teacher's credential was required. Teachers' certificates are issued to authorize individuals to teach, not to administer or supervise schools. In view of the Attorney-General's opinion it was apparent that anybody, regardless of educational qualifications, might be elected principal, supervisor or superintendent of schools. In several instances, people who could not meet the standards for an elementary school certificate in this State were elected to important administrative or supervisory positions. Such a situation in a State which holds high standards for the teacher's certificate is inconsistent if not incongruous. School administration and supervision is the only profession in California for which some kind of a professional certificate is not required. It was to fill this gap, through which incompetent people might come into positions of authority in the public school system of California, that the law of 1923 was passed.

This credential was recommended by the annual convention of County and City Superintendents of California and

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by the California Council of Education. It has been recommended by the latter body several times during the last six or eight years. The professional bodies of California have endorsed the provisions of the law of 1923.

The credential is not issued by the Superintendent of Public Instruction, nor are the standards made by him. They are fixed by the State Board of Education. The State Board of Education "shall have power and it shall be its duty to prescribe by general regulations established in accordance with law the qualifications upon which county and city and county boards of education may grant certificates to supervise instruction and to administer schools as supervisors, principals and superintendents."

The Attorney-General has ruled that a certificate corresponding to the State credential may be issued by a county board of education. One must hold such certificate in order to draw salary as superintendent, principal or supervisor.

The State Board of Education has ruled that principals of schools of five teachers or less, one of whom acts as principal, shall not be considered as administrators requiring the school administration certificate inasmuch as their major duty is teaching and not administration.

Inasmuch as the deputy is authorized to act for his chief, and inasmuch as the vice-principal is also authorized to act for his chief, advises all deputy and assistant superintendents and all vice-principals who give half time or more to administration or supervision to obtain the credential. However, the credential is not required at present for any such service.

Experience as a chief deputy superintendent may be offered. Experience as deputy in other capacities may not be counted unless such experience is of a professional

nature. Clerical and stenographic service rendered by individuals, who are classed as deputies, cannot be counted. Experience as a vice-principal may be counted provided such individual gave half time or more to purely administrative and supervisory duties for the time claimed. Experience in a one-teacher school does not count.

Experience in performing administrative or supervisory duties should obtain the credential before January 1, 1925, in order to qualify under Class 1. Mere experience cannot be counted as meeting in full the requirements for the credential after January 1, 1925. After that date the standards include certain specific requirements including fifteen (15) units of college work in education.

The State Superintendent has been active simply and solely in the interest of superintendents, supervisors and principals now in the service. He does not wish to have these officials miss the opportunity to obtain the credential under Class 1. In making the appeal to administrators and supervisors to obtain the credential now he has gone far beyond his duty. The law does not require that he make such appeal. However, he feels justified in his action because of his interest in the schools and his friendship for school administrators and supervisors now in the service.

State Teachers' Credentials and County Certification in California is the title of a bulletin of general information recently issued by the California State Board of Education. It comprises 23 pages and covers all of the usual questions asked concerning these matters. The appendices include lists of county and city superintendents; institutions accredited for elementary certification; approved universities and colleges, and a list of bulletins issued by the board.

THE SCOUT IDEA

(Continued from page 480)

3. A SCOUT IS HELPFUL

He must be prepared at any time to save life, help injured persons, and share the home duties. He must do at least one good turn to somebody every day.

4. A SCOUT IS FRIENDLY

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5. A SCOUT IS COURTEOUS

He is polite to all, especially to women, children, old people, and the weak and helpless. He must not take pay for being helpful or courteous.

6. A SCOUT IS KIND

He is a friend to animals. He will not kill nor hurt any living creature needlessly, but will strive to save and protect all harmless life.

7. A SCOUT IS OBEDIENT

He obeys his parents, Scoutmaster, patrol leader, and all other duly constituted authorities.

8. A SCOUT IS CHEERFUL

He smiles whenever he can. His obedience to orders is prompt and cheery. He never shirks nor grumbles at hardships.

9. A SCOUT IS THRIFTY

He does not wantonly destroy property. He works faithfully, wastes nothing, and makes the best use of his opportunities. He saves his money so that he may pay his own way, be generous to those in need, and helpful to worthy objects. He may work for pay but must not receive tips for courtesies or good turns.

10. A SCOUT IS BRAVE

He has the courage to face danger in spite of fear and to stand up for the right against the coaxings of friends or the jeers or threats of enemies, and defeat does not down him.

11. A SCOUT IS CLEAN

He keeps clean in body and thought, stands for clean speech, clean sport, clean habits, and travels with a clean crowd.

12. A SCOUT IS REVERENT

He is reverent toward God. He is faithful in his religious duties, and respects the convictions of others in matters of custom and religion.

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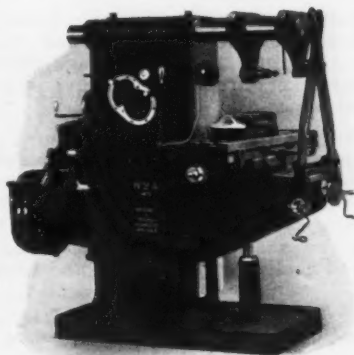
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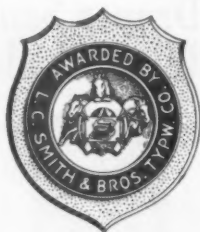
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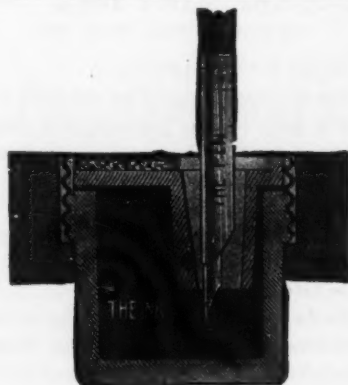
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